DOCUMENT RESUME

ED 451 675 EC 308 436

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TITLE Section 619 Profile. 10th Edition.
INSTITUTION National Early Childhood Technical Assistance System, Chapel Hill, NC.
SPONS AGENCY Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE 2001-02-00
NOTE 90p.; For previous edition, see ED 432 074.
CONTRACT H024-A-60001
AVAILABLE FROM National Early Childhood Technical Assistance System (NECTAS), 137 E. Franklin Street, Suite 500, Chapel Hill, NC 27514-3628. Tel: 919-962-8426; Tel: 877-574-3194 (TDD); Fax: 919-966-7463; e-mail: nectas@unc.edu; Web site: http://www.nectas.unc.edu.
PUB TYPE Numerical/Quantitative Data (110) -- Reports - Evaluative (142)
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Accreditation (Institutions); Agency Cooperation; *Disabilities; Early Childhood Education; *Early Intervention; *Educational Legislation; Eligibility; Family Involvement; Federal Legislation; Financial Support; Individualized Education Programs; Individualized Family Service Plans; National Surveys; Outcomes of Education; Personnel; *Preschool Education; Program Administration; *Special Education; Statistical Data; Transitional Programs
IDENTIFIERS *Individuals with Disabilities Educ Act Amend 1997; *Individuals with Disabilities Education Act Part B

ABSTRACT

This report describes services provided under the Preschool Grants Program for Children with Disabilities (Section 619 of Part B) of the Individuals with Disabilities Education Act (IDEA). It presents current and/or historical information for all 50 states, the District of Columbia, and Puerto Rico, which are all eligible to receive Section 619 funds. The information presented in this edition was gathered and updated through December 2000. Extensive tables provide statistical and other data on: (1) administration; (2) funding; (3) interagency coordination; (4) personnel; (5) transition; (6) initiatives for special populations; (7) accreditation and monitoring; (8) use of Individualized Education Programs and Individualized Family Service Plans; (9) family-centered services; (10) outcomes measures; (11) pre-kindergarten initiatives; (12) eligibility classifications and criteria for young children under Part B of IDEA; (13) special education mandates and legislation; and (14) preschool program data. The appendices contain contact information for the state coordinators and outlying jurisdictions, as well as preschool specific information from the "Twenty-Second Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act" by the U.S. Department of Education (2000). (SG)

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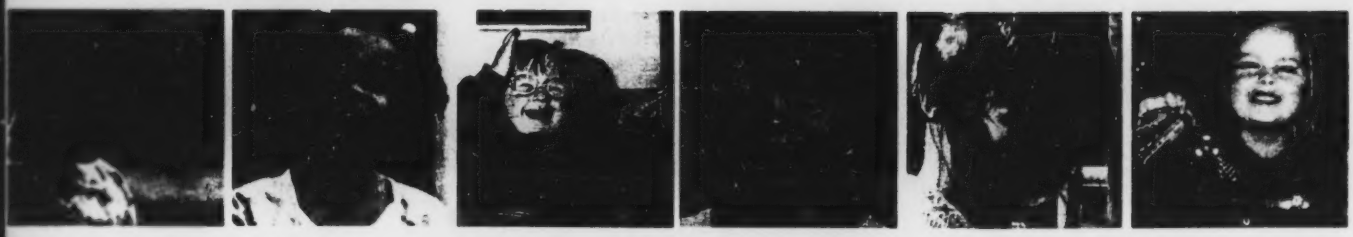

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10th Edition

Shelley deFosset,
Editor

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Frank Porter Graham Child Development Center
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Federation for Children with Special Needs
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February 2001

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U.S. Office of Special Education Programs

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Introduction

With the passage of P.L. 94-142, the Education for All Handicapped Children Act of 1975, now the Individuals with Disabilities Education Act (IDEA), and subsequent amendments, states and jurisdictions have made great strides in the provision of services to young children, ages 3 through 5 years, with disabilities. As of December 1, 1999, America's schools were serving 588,300 preschool children with a free appropriate public education.

This 10th edition of the *Profile* describes services provided under the Preschool Grants Program (Section 619 of Part B) of IDEA. The *Profile* presents current and/or historical information for all 50 states, the District of Columbia and Puerto Rico which are eligible to receive IDEA Part B, Section 619 funds. Eight other jurisdictions, including American Samoa, the Bureau of Indian Affairs, the Federated States of Micronesia, Guam, Northern Mariana Islands, Palau, the Republic of the Marshall Islands, and Virgin Islands are not eligible to receive 619 funds. Therefore, information on their current policies and services for children with disabilities is not included in the *Profile*. At times, however, historical information for these entities is included.

The state and jurisdictional Section 619 Coordinators from forty-three states provided updated information for this edition, although not all respondents updated every question. Additionally, coordinators responded to new questions. For those states and jurisdictions that did not participate, information from other sources is at times included.

The topics covered in the *Profile* have been modified over the years to improve clarity and compatibility of data across the states. Coordinators have been contacted when necessary to clarify their responses; however, there has been no attempt to verify independently the data on every item presented herein, and data are subject to change. The information presented in this edition of the *Profile* has been gathered and updated through December 2000.

Throughout this document, the word "state" refers to all types of contributing jurisdictions. Wherever appropriate, states that have information available to share are noted. The Appendices contains contact information for the state coordinators, outlying jurisdictions and preschool specific information from the *Twenty-second Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act by the U.S. Department of Education* (2000). This information is also maintained on the NECTAS web site: http://www.nectas.unc.edu.

The *Profile* was developed by NECTAS in consultation with the Steering Committee of the Consortium of Section 619 Coordinators: Phyllis Mayfield (Alabama), Jan Thelen (Nebraska), Nancy Vorobey (Maryland), Keith Allred (Nevada), Rick Price (Pennsylvania), and Kathy Andrews (Vermont).
We thank the Steering Committee for their assistance with this document, as well as extend our appreciation to all Section 619 Coordinators for their contributions. Also, a special thanks to Nancy Treusch, the OSEP Preschool Grants coordinator, for her wisdom and guidance throughout development.
It is our hope that this resource will assist states in enhancing the quality of services for preschool children with special needs and their families.

Selected pieces of the *Profile* will be maintained on the NECTAS web site at http://www.nectas.unc.edu/sec619/sec619.html.

Administration

1. SEAs administer preschool special education through the following administrative agency or unit:

Administrative Unit	n	States
State Education Agency (SEA) Special Education Unit	43	AL, AK, AS, AZ, AR, CA, DE, FM, FL, GA, GU, HI, ID, IN, IA, KS, LA, ME, MD, MI, MS, MO, MT, NE, NH, NJ, NM, NY, NC, ND, OK, OR, PA, SC, SD, TN, TX, UT, VT, VA, WA, WV, WI
Early Childhood Unit (not within Special Education)	4	CT, IL, MA, OH
Shared responsibility	5	KY, WI — Special Education and Early Childhood MN — Special Education and Community Services RI — Special Education and Office of Integrated Social Services WY — Division of Developmental Disabilities of the Department of Health, under direct supervision of Department of Education
Other:		
NV —		SEA Educational Equity Team (Unit) which includes special education, disadvantaged, etc.
MD —		New branch within Division of Special Education which houses the Maryland Infants and Toddlers Program and Part B preschool programs and services.

2. SEAs have the following *preschool* policies and procedures that differ from those for school-age children:

Policies and Procedures	n	States
Personnel Standards	40	AL, AK, AZ[1], AR, CO, DE, FL[2], GA[2], ID[1], IL[1], IN[3], IA[1,2], KS, KY, LA, ME[4], MA[1], MD, MN[1], MS[2], MO, NE[1], NV, NH, NM[1,2], NC, ND[1], MP, OH, OK, OR, RI[1], SC[5], SD[1,2], TN, UT[1], VA[1,2], WA, WI[1], WY
Assessment/Evaluation Policies	34	AL, AK, AZ[1], AR, CO, DE, FL, GU[3], ID[1], IN[3], IA[3], KY, LA, ME, MN, MS, MO[1], MT, NE[1,3], NV, NJ, NM[1,2], NY, NC, MP, OH, OK[3], OR, PA, RI[1], SC[1], TN[4], UT[1], VT
Program Standards	28	AR, CA, CO[1], DE[4], ID[1], IN[3], IA[1,3], KS, KY, LA, ME[1], MA[1], MN, MO[1], NE[3], NJ, NY[1], NC, ND[4], OH, OK[3], OR, PA[1], SC, TN[4], UT[1], VT[4], VA[1]
Guidelines	26	AR[1], CA, CO[1], CT[1], DE[4], GU[4], ID[1], IN, IA[1], KS[1], KY, MA, MS, MO[1], MT, NV[1,5], NM, NY[4], NC, OK[3], OR[4], PA[1], TN[4], UT[1], VT[1], WI[1]
Monitoring Strategies/Forms	17	AR[1], CA, CO, DE[4], IA, LA[4], ME[1], MN[3], NY[1], OH, OK[4], OR, PA[1], RI[1], SC, TN[4], UT
Transportation Policies	14	AS, DE, GU[3], IA[3], KY, MN[3], MS, NE[1,3], NH[3,4], NY, NC[4], MP, PA[1], WI
Inclusion Policy/Guidelines	14	CO, CT, IA, KS, KY, MD, NC, ND, NJ, NY, OK, RI, VA, WI
IEP Forms	13	CO, GU[3], ID[1], IA[3], ME[1], MN[3], MP, NM[8], ND[4], OR, PA[1], SD[5], TN[4]
Curriculum Standards	10	CA, CO, CT, HI, KY, NJ, NC[5], NM, OH, UT[1]
Program Approval Process	9	AK, AZ[1], AR, KY[6], LA, ME, NH[3], NY[1], OH

1-Information ready to share
2-Preschool endorsement
3-Birth to 21 with preschool specific information
4-Under development
5-Guidelines
6-In legislation

3. The following SEAs involve the Section 619 program in their SIG projects:
AL, AK, CA, CO, CT, GA, ID, IA, IL, KS, KY, MA, MO, NH, NM, NC, ND, OH, OK, PA, VA, VT, and WA

Funding

1. SEAs distribute Section 619 flow through funds to the following eligible agencies:

Entity	*n*	States
Local Education Agencies (LEAs) only	31	AK, CA, CT, DE, FL, GA, HI, ID, IN, KY, LA, MD, MA, MN, MO, MT, NE, NV, NJ, NM, NY, NC, OH, OK, RI, SD, TN, UT, VT, VA, WV
LEAs and Education Service Agencies (ESAs)	14	AL, AZ, AR, CO, IL, KS, MS, NM, NY, ND, PA, TX, WA, WI
State School(s) for the Deaf and Blind	14	AL, AZ, CO, FL, IL, IN, KS, MT, NM, NY, ND, SC, TX, WV
Other agencies which function as LEAs or ESAs	11	AL - United Cerebral Palsy AR - Dept of Human Services/Developmental Disabilities Services CT - State Department of Children and Families, U.S. School District II FL - Dept of Health, Children's Medical Services; Developmental Research Schools ME - State Child Development Services MD, OK - School for the Blind; School for the Deaf; Developmental Disabilities NC, SC, VA - State Operated Programs (SOPs) WY - Department of Health, Division for Developmental Disabilities
Charter school(s) that function as an LEA	7	DE, LA, MN, NJ, OH, TX, WV
Other	6	AL – State supported agencies AS and GU — SEA and LEA are the same MD — State Dept of Education allocates funds to birth to 3 system NH — Institutions of Higher Education, LEAs, educational collaborative OR — SEA distributes all Section 619 funds directly to programs
ESAs only	3	IA, MI, WV

Funding, *continued*

2. Unique features of states' preschool special education funding procedures are:

Unique Feature	States	Explanation
Birth rate	GA	Percentage of live birth rate.
	PA	State makes an allocation of the previous year's program costs, which are historically linked to live births, plus an increase less kindergarten age costs. Increase affected by number of children served in prior year.
Block grants	DE	Block grants serve 3-year-old children with developmental delays and 3- and 4-year-old children with speech delays. School-age categories and unit funding apply when children with developmental delays turn 4.
	MT	State special education funds flow to LEAs in two block grants: instructional services and related services.
Child count	AR, AL, IA, IN, NV, NM, OH	State allocation based on December 1 child count.
	VA	State allocation based on a formula considering several factors and 12/1/97 count.
	CO, LA, OK	Based on October 1 child count.
	CT	FFY 00 base allocation 75% of FFY 97, 85% enrollment of public/private; 15% poverty (using state TANF data).
	ME	Detailed description formula based on 2-year average of child count with subcomponents – Administration, Child Find/Case Management, and Direct Services.
	MN	State funds are allocated on a base allotment.
	NC, OR, WA	State funds are allocated on a base allocation plus a per child amount.
	UT	Total state allocation is divided by December 1 child count.
Contact time	CO	Minimum of 90 hours per semester.
	ID	Each 16 hours of student contact time in special education and related services counts as one FTE, which in turn is used to compute state funding for preschool services at the local level.
	ND	Each 12 hours of student contact time in special education and related services counts as one FTE for state foundation payment. Less than 12 hours is prorated.
Cost reimbursement	IN, IA	LEAs may use state education funds to support costs of community-based placements for preschool children requiring special education.
	MO	State reimburses 100% of "reasonable and necessary costs."
	NY	County pays costs; then state reimburses 59.5% of approved costs.
Weighted formula	AZ	Weights are different for preschool; funding formula is the same.
	FL	State funds are allocated using three weights. The cost factors fund most students at the basic weight with two additional weights provided for students needing intense services. Each district also receives categorical funding to supplement the basic weight.
	KY	State funds are allocated on a per-child basis, but weighted by disability grouping. Local school districts receive one preschool grant that includes funds for preschoolers who are income eligible and who have disabilities.
	OK	Weighted formula based on disability (same as 6 – 21).
Other	CA	State calculations same as Federal IDEA 97.
	MS	70% of preschool teacher salaries are funded from minimum program funds.
	NE	SEA funds preschool programs at 90% and entirely with federal Part B resources; locals provide 10%. No state funds are used.
	NM	There is no state funding for related services as there is for K to 12 students. Current funding is under legislative review. Two-year-olds with IEPs are funded by state funds. Weights are different for preschool. All preschool students funded at maximum level.
	NC	Each LEA receives an amount equal to one teaching position with benefits and the remaining amount based on the April head count of 3, 4 and Pre-K fives.
	SC	The maximum set aside is used to fund Head Start programs (12) and provide additional funding to LEAs (86) and SOPs (2).

Funding, *continued*

3. SEAs use the following funding sources to support the provision of special education and related services for preschool children with disabilities.

Source	n	Numbers of States Reporting the Approximate Percentage of Total Funds for Preschool Special Education and Related Services, by Source				
		1 - 25%	26 – 50%	51 –75%	76 – 100%	No % reported
611 (VI - B) Funds	37	24	4	0	1	8
619 Funds	55	22	3	3	20	7
Developmental Disabilities	4	2	0	0	0	2
Medicaid	17	12	0	1	1	3
Part C Funds	0	0	0	0	0	0
Private insurance	5	4	0	0	0	1
State Early Childhood	11	6	2	1	1	1
State General Education	14	5	4	1	2	2
State Special Education	28	5	9	2	7	5
Title I Disadvantaged	8	6	0	0	1	1
Title I Even Start	6	3	1	0	1	1
Local	3	2	1	0	0	0
State Preschool Special Education	3		1	2	0	0
County	0	0	0	0	0	0
Johnson O'Malley	0	0	0	0	0	0

OTHER: CT – State General and Special Education = Education Cost Sharing Grant, percentage at discretion of LEAs
NY – 26-50% County Funds
PA – 51-75% Separate state appropriation for preschool special education EL/PDE
NC – Funds placed with school-age special education funds

Note: In every state, Head Start dollars also contribute to the provision of a free appropriate public education for preschool IDEA eligible children with disabilities who attend Head Start Programs.

4. SEAs use the following percentage of FY 2000 set-aside for administration:

%	n	States
0% to 4%	11	CO, GA, ID, IN, KS, MI, MO, NE, NJ, OH, OR
5% to 9%	16	AR, CA, DE, IL, LA, KY, ME, MD, MA, MN, MS, MT, NC, VT, WI, WY
10% to 14%	0	
15% to 20%	20	AL, AK, AZ, CT, FL, HI, ID, NV, NH, NM, NY, ND, PA, RI, SD, TX, UT, VA, WA, WV

5. SEAs using 619 funds to administer Part C:

ME, MD, MI, and MN

Funding, *continued*

6. SEAs use the following percentages of their maximum set-aside amount of 619 funds for other state level activities:

%	*n*	States
0% to 19%	25	AR, CA, CO, ID, IN, IA, GA, KS, KY, ME, MI, MN, MO, MT, NV, NJ, NC, OH, OR, SD, TX, WA, WV, WI, WY
20% to 39%	4	AZ, IL, MA, MD
40% to 59%	3	AL, HI, VA
60% to 79%	1	FL (19% is allocated as part of the LEA flow-through)
80% to 100%	11	AK, DE, NH, NM, NY, ND, PA, RI, SC, UT, VT

7. SEAs support the following activities with Section 619 set-aside funds:

Activities	*n*	States
Support Services	37	AL, AZ, CA, CO, CT, DE, FL, GA, HI, ID, IL, IA, KS, KY, LA, ME, MN, MS, MO, NV, NH, NM, NY, NC, ND, OK, OR, PA, TN, TX, UT, VT, VA, WA, WV, WI, WY
Activities related to the statewide coordinated service delivery program	36	AK, AZ, AR, CA, CO, CT, DE, FL, GA, HI, IL, KS, KY, LA, ME, MA, MD, MN, MS, NV, NH, NJ, NM, NY, NC, OH, OR, PA, RI, SD, TX, UT, VT, WA, WI, WV
Direct Services	26	AL, AK, AZ, CO, DE, HI, ID, IL, IA, LA, MD, MO, MT, NV, NH, NJ, NM, NC, OR, PA, SC, TX, UT, WV, WI, WY
Activities at state and local levels to meet the state established performance goals	26	AL, AK, AZ, CA, CO, DE, HI, KY, LA, ME, MA, MD, MI, NM, NY, NC, OH, OK, OR, PA, TN, TX, VT, VA, WA, WV
State Improvement Plan (SIP) activities	15	AK, AZ, DE, HI, IL, KY, NY, MN, NM, NC, ND, OR, PA, VA, WA

8. SEAs use the following poverty criteria for the determination of the Section 619 flow-through formula:

Criteria	*n*	States
Number of students participating in the National School Lunch Act Program	38	AL, AZ, AR, CO, DE, GA, ID, IN, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NV, NH, NJ, NM, NC, ND, OH, OK, RI, SC, SD, TN, TX, UT, VT, VA, WA, WV
Title I	5	FL, HI, MI, PA, WI
State data on children receiving Temporary Assistance to Needy Families (TANF)	3	CA, CO, CT
U.S. low income count	1	IL
Poverty rate from U.S. Census Bureau	1	NM
Negotiated contract budgets include consideration of differential populations of children living in poverty	1	OR

9. SEAs have established or are in the process of establishing a per-child cost for early childhood special education (ECSE) services.

   a. Have established:

      AZ[1] (cost study), IA, KY[1], ME, MA[2], MO[1], NE[1], NM[1], NY, ND, OR, PA[1] (multi-agency fiscal survey), SD, and UT

   b. In process:

      AL (cost study), AR, OH, and SC

1 Information ready to share.
2 Newly established rate reimbursement from Medicaid for young children with special education medical needs ($52 per child per week)

Interagency Coordination

1. In the following states the age focus of the Part C State Interagency Coordinating Council (SICC) is birth through 5 years:

   AL, IL, KS, MD, MN, NE, NC, ND, OR, PW, PA, TN, WV, and WY

   Other:

   ME – Birth through 20

   MT – Birth to 12

   In all remaining states, the age of focus of SICCs is birth to 3 years.

2. The positions of the SEA representatives on state Part C SICCs are:

Position	*n*	State
Early Childhood/Special Education Coordinator	25	AK[2], AR, AS, CO, GU, ID, IN, IA, MA, MI, MN[1], MS, MT, NV, NH, NC[1], RI, SC, TN[1], TX[2], UT, VT, WA, WV, WY
Special Education Director Assistant/Associate Special Education Director	21	AZ, CA, DE[3], FL, GA, GU, HI, IA, ME, MI, NJ, NM, ND, OK, OR, PA, SC[3], SD, TX[4], UT, VA
Superintendent/Commissioner	7	AL, CA, IL, KS, RI[5], SC[7], WA[5]
Assistant Superintendent/Assistant Commissioner	7	GU, MI, MD[6], MO, OK, TN, WI
Section/Bureau Chief	4	CT, IA, LA, NY
Preschool Director/Assistant Director	4	IA, KY, OH, NE
Other: Preschool special education teacher — CO Monitoring specialist from State Department of Education — ID Supervisor of Early Childhood and Family Initiatives — MI, MN		

Notes:
1. Serves as staff to council
2. Advisory Committee
3. 619 Coordinator is designated proxy for Special Education Director
4. As a Board Member
5. 619 designee attends
6. 619 Coordinator is designated proxy for Assistant Supervisor
7. 619 Coordinator is designated proxy for Superintendent/Commissioner

3. The following SEAs have a representative of their state's Part C Program on the Part B State Special Education Advisory Panel or Preschool Advisory Council:

   AL, AK, AS, AZ, CT, DE, FL, GA, HI, IL, IN, IA, KS, LA, ME, MA, MI, MN, MS, MO, MT, NE, NV, NH, NM, NY, ND, OH, OK, OR, SC, TN, UT, VA, WA and WY

Interagency Coordination, *continued*

4. SEAs support local/regional ICC's services in the following ways:

State (Age focus)	Requires Preschool ICCs	Provides Fiscal/Staff Support	Provides TA to ICCs	Comments
AL (B through 5)		✓	✓	
AS (3 through 5)				
AR (B through 5)	✓	✓	✓	
CO (B through 3)		✓	✓	3
CT (B through 5)			✓	5
FL[1]			✓	
GA[1]			✓	
IL[1]			✓	
KS (B through 5)		✓	✓	
KY (B through 5)		✓	✓	3
ME (B through 5)	✓	✓	✓	
MA (3 through 5)		✓	✓	
MN (B through 5)	✓	✓	✓	
MS (3 through 5)			✓	
MO[1]		✓	✓	
NE (B through 5)	✓	✓	✓	
NC (B through 5)		✓	✓	5
ND (3 through 5)		✓		
OH (3 through 5)			✓	
OK (NR)		✓		6
OR (B through 5)	✓	✓	✓	
PA (B through 5)	✓	✓	✓	2, 3, 4
RI[1] (B through 5)			✓	
SD[1]		✓	✓	
TN (3 through 5)		✓	✓	3
TX (B through 5)		✓	✓	3
UT (B through 5)	✓	✓	✓	4
VT (B through 3)		✓		
WA (B through 3)			✓	
WV (B through 5)			✓	
WI (3 through 5)		✓	✓	
WY (B through 5)	✓	✓	✓	2

1- Age focus of LICCs varies across the state
2- Required by governor
3- Includes Head Start
4- Required by legislation
5 – State recommends 0-5 LICCs to include Part C, LEAs, Head Start, community Early Care and education. providers and families. TA provided on C to 619 transition.
6 – Have 15 satellite sites that provide local support and TA to community programs including Head Start.

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Interagency Coordination, *continued*

5. The following SEAs play an active role in developing their state's Temporary Assistance for Needy Families (TANF) block grant plan under the 1996 Welfare Act:
   AK, CO, CT, FL, IA, KY, MA, MN, NM, ND, OH, RI, and WI

6. The following SEAs are involved in planning for the State Children's Health Insurance Plan (SCHIP):
   AL, AR, CO, CT, IA, ME, MA, MN, MO, NM, ND, TN, VA, and WI (involved in planning for "long term care redesign")
   - States having special SCHIP provisions for preschool-age children and their families:
     AR, CT (provisions for children birth to 21 diagnosed with special health care needs), MA, TN (family support services will be available to families of preschoolers), and WI (inclusive child care initiative)

7. SEAs have interagency agreements with the following state agencies, tribal entities and Head Start:

State Agency(ies)	*n*	States
Head Start (Federal)	44	AL, AK, AR, AS, AZ, CA, CO, CT, FM, FL, GA, ID, IL, IN, IA, KS, KY, LA, ME, MA, MI, MN, MS, MO, MT, NE, NJ, NM, NY, NC, ND, OH, OK, OR, RI, SC, SD, UT, VT, VA, WA, WV, WI, WY
Health	36	AL, AS, CA, CT, FM, FL, GU, HI, IL, IA, KS, KY, LA, MD, MA, MN, MS, NE, NJ, NM, NY, NC, ND, MP, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, WY
Human/Social Services	28	AR[1], CO[1], CT, FL, GU, IL, IN, IA, KS, KY, LA, MA, MN, MS, MO, NJ[1], NM, NY[1], NC, ND, OH, OK, OR, RI, SD, TX, UT, WA,
Health and Human Services	24	AL, AK, AZ, CA, DE, FL, GA, GU, IL, KY, LA, ME, MA, NE, NV, NH, NC, OK[2], PW, RI, SC, TX, WV, WI
Mental Health	16	CA, DE, GU, IL, LA, ME, MD[3], MS, NC, OK, OR, SC , TN, TX, VA, WA
Developmental Disabilities	14	AL, AZ, AR, CA, CO, IL, KY, LA, NM, NC, ND, OR, WA, WY
Tribal Entities	8	AZ, ME, MI, NM, NC, OK, SC, WY
State Operated Programs	6	NM, NC, OK, SC, SD, WA
Mental Retardation	2	CT, SC
Other: HI - Department of Transportation ID - Department of Health and Welfare IL - Rehabilitation Services MT - Department of Public Health and Human Services PA - Department of Public Welfare SD - Department of Corrections		

1 - Agreement is in process
2 - Agreement specifically addresses autism services
3 - Oklahoma Health Care Authority (state medicaid agency)

Interagency Coordination, *continued*

8. SEAs engage the following activities with Head Start:

States	SEA requires LEA/ESAs to keep data on number of eligible 3 though 5 year olds enrolled in Head Start	LEA/ESAs have local interagency agreements with Head Start	SEAs include Head Start personnel in their comprehensive personnel development plan	SEAs have a Head Start representative on State Part B Advisory Panel or Preschool Advisory Council
AL		✓ Some LEAs	✓	
AK	✓	✓	✓	✓
AR	✓	✓	✓	
AZ	✓	✓	✓	✓
CA		✓		
CO	✓	✓	✓	
CT		✓	✓	
DE			✓	
FM			✓	
FL	✓		✓	
GU	✓			
GA	✓	✓	✓	
HI	✓	✓	✓	
ID	✓	✓		
IL		✓		✓
IN			✓	
IA			✓	
KS		✓		
KY	✓	✓	✓	✓
LA	✓	✓	✓	
MA	✓		✓	✓
ME	✓	✓	✓	✓
MD		✓	✓	
MI			✓	✓
MN			✓	
MO	✓		✓	
NE	✓		✓	
NV			✓	
NJ		✓	✓	
NH	✓		✓	✓
NM	✓	✓	✓	
NY	✓		✓	
NC		✓	✓	
ND	✓		✓	
OH	✓		✓	
OK	✓	✓	✓	
OR	✓	✓	✓	✓
PA	✓	✓	✓	
RI	✓	✓		
SC	✓	✓	✓	✓
SD			✓	
TN			✓	
UT	✓	✓	✓	✓
VT				✓
WA		✓		
WI	✓	✓	✓	✓
WV	✓		✓	
WY		✓	✓	

Interagency Coordination, *continued*

9. SEAs report that their Section 619 Programs are engaged in the following initiatives that support comprehensive services for all young children and their families:

States	Initiatives That Support Comprehensive Services
AK	Participation on statewide committees aimed at developing comprehensive services for young children and their families. Statewide Transition Committee that includes staff from 619, Head Start, Child Care, early intervention, Healthy Families, public health nursing, and mental health/developmental disabilities. A collaborative planning process with the Dept. of Health & Social Services is on-going to develop a comprehensive Early Childhood Plan for the state. Coordination of training for early childhood providers.
AL	Inclusive Child Care training (Including All Children Train-The-Trainer Model from AGH Associates) through the SIG grant.
AZ	Head Start Collaboration Grant; AZ self-study process; ECQUIP Project; statewide networking conference; (now called Early Childhood Institute (birth to kindergarten); collaborative efforts with Growing in Beauty on the Navajo Reservation; agency representative on ICC & other committees as needed.
CA	Infant and preschool handbook/ guidelines; Regional training for practitioners and administrators; Vision Assessment - First Look; Hearing Assessment - Ear-Resistible; Handbook on Assessment and Evaluation in Early Childhood Special Education Programs (ECSEPs); Handbook on Administration of ECSEPs; Handbook on Family Involvement in ECSEPs.
CO	New initiatives regarding assessment (birth to five) and regarding transition (birth to kindergarten). Statewide autism workgroup; collaborative onsite visit with state agencies and Head Start.
CT	Collaboration through the state's comprehensive school readiness and child day care initiative; family resource centers; Head Start/Head Start collaboration grant; training/TA initiatives with other state partners; collaborative training/conferences with state agency partners; MAP to Inclusive Child Care initiative.
DE	Member of advisory committee for state-funded preschool programs which follow Head Start standards.
FL	Comprehensive School Readiness and Child Care initiative through the Florida Partnership for School Readiness; Initiatives/projects regarding preschool evaluation and assessment; transition from Part C to Part B and inclusive Child Care through statewide and regional workgroups/trainings/meetings/conferences; Head Start collaborative agreement; State Interagency Transition Team (STEPS).
HI	Transition system development focuses on all children and involves multiple agency committees.
IA	Serve on state technical assistance team for Community Empowerment initiative to promote partnerships in communities serving young children and families (www.empowerment.state.ia.us); coordinate the initiative Iowa Supporting Changes and Reform in Interprofessional Preserve Training (Iowa SCRIPT) to enhance early intervention and early childhood systems for families and children, birth to 8 years of age; provide interagency training and support for serving children with disabilities in the Least Restrictive Environment (http://www.state.ia.us/educate/programs/thrive345/index.html); implement statewide literacy initiative to build capacity of early care and education personnel, community, school personnel, and college/university faculty with a focus on children, birth to 8 years of age; serve on the EC Professional Development Project (www.nncc.org/iaprofdev/home.htm) & participate in early childhood leadership meetings to enhance quality of services through professional development and creating a data base to serve providers and families of young children.
ID	619 Coordinator is participating in a state legislative study committee focusing on early childhood literacy and associated issues. The 619 coordinator is the SEA liaison to the ICC and the Idaho Head Start Association.
IL	Collaborative statewide training and TA system and statewide preschool inclusion project; Head Start Collaboration grant; collaborative statewide conference.
IN	Established a state level transition team to address issues related to transition for all young children (birth through first grade) and their families. First Steps (Part C) and the Division of Special Education support the Unified Training System for young children and families. Head Start is also a collaborative partner.
KY	KIDS NOW is the Governor's Early Childhood Initiative (HB 706) with a goal that all young children in Kentucky are healthy and safe and possess the foundation that will enable school and personal success. Included in the initiative: Folic Acid Campaign, Healthy Babies Workgroup, Substance Abuse Treatment Program for Pregnant and Post-partum Women, Universal Newborn Hearing Screening, Eye Examinations Prior to School Entry and many others. Preschool and primary continue to work in the areas of transition, curriculum alignment and authentic, appropriate child progress.
LA	619 Personnel serve on all SEA early childhood task forces, committees, etc.; two full-time staff positions in Early Childhood section are now funded in preschool special education.

States	Initiatives That Support Comprehensive Services, *continued*
MD	Maryland Model of School Readiness (MMSR) focuses on the coordination and establishment of a comprehensive system of services for all young children, birth to 9, and their families. New: National Governor's Association Center for Best Practices funded project - "Building Political Will for Early Care and Education, "MSDE/Division of Special Education and Early Intervention Services/619 is a part of this activity with other state agencies, a representative from the MD legislature, representatives from the business community, Child Care associations, MSDE/general education pre-K, and Child Care advocacy orgs. New: 2000 Legislative Session bill funding a competitive RFP to establish comprehensive, and inclusive early care and education sites; 8-10 will be funded in first year; also establishes and funds a career ladder for Child Care providers linking improved compensation with professional development and state accreditation as a quality EC program. Member of MAP to Inclusive Child Care, led by Department of HR/Child Care Administration part of state team to promote awareness of positive advantages for Child Care providers to include young children with disabilities in centers and home care.
ME	Adoption of IFSP form by the Departments of Education, Human Services, and Mental Health/Mental Retardation; all services provided are on the IFSP; certification for all birth to five Early Childhood professionals.
MI	There is some involvement with the Michigan School Readiness Program, the MDE's program for at-risk 4 year olds and some collaboration with Head Start and Child Care. The involvement varies from service area to area around the state.
MN	Infant mental health work group/feasibility study; family service collaborative; STATES initiative; Early Childhood Network; Department of Children, Families and Learning Early Childhood Work Group; State Early Childhood Intervention Training Work Group (i.e., CSPD work group). New state legislation requires 7 state agencies (CFL, Human Services, Health, Corrections, Economic Security, Human Rights and Commerce) to develop a coordinated service system for children and youth who qualify for special education and services from at least one other public agency. Our first age bracket, 3 to kindergarten entrance began on July 1, 2000 with phase in dates for other ages until July 1, 2003.
MO	Inclusion of all children in Child Care initiative.
MS	Interagency group, BRIDGES (Bring Resources, Inclusion and Developmentally appropriate Gains to Every child) for ages birth to 5, involving all state agencies as well as colleges and universities; currently working with Part C to develop a process to provide funding to help assess children 0-2 by developing and supporting area assessment teams and possible joint training initiatives with local education agency personnel and Part C assessment personnel.
MT	Montana's 619 program collaborates effectively with the Part C early intervention program at the state level. The 619 program participates with the State ICC, known as the Family Support Services Advisory Council and with the Head Start Collaboration Council. Both of these councils interact and articulate with Montana's few other early childhood initiatives. Montana has no statewide, public school focused, early intervention initiatives, though some local initiatives are forming. Child Care initiatives are essentially independent of public schools.
NC	Coordination with regular early childhood Project Success. Joint public service announcements, joint guidelines for all early childhood programs, joint task forces on personnel development, joint magazine for early childhood and jointly funded classrooms for children with and without disabilities.
NE	Developed and approved Unified endorsement criteria for teachers of children birth through 3rd grade. In conjunction with Nebraska Part C, funding and coordination of Nebraska SCRIPT grants (Supporting Change and Reform in Interdisciplinary Preservice Training) to seven institutions of higher education within the state to prepare competent professionals across all disciplines to work effectively in inclusionary settings, and provide family-centered, culturally and developmentally-appropriate services. Member of Governor's Early Childhood Interagency Team to develop state agency mission & action plan for comprehensive early childhood services statewide. Member of MAP to Inclusive Child Care state team & strategic action plan. Member of Nebraska Framework for Early Childhood Professional Development, coordinated by the SEA and developed by representatives from Nebraska's early childhood care & education workforce and providers of professional development. Co-sponsor of comprehensive state early childhood conference, along with other state agencies, programs, and EC & ECSE professional organizations in Nebraska. Preliminary discussions underway with the National Head Start Association, Nebraska SEA and Head Start-State Collaboration Office to co-sponsor the Heads Up! Reading program on the Heads Up! Network with NHSA in Washington, DC. This will be an endeavor to bring Head Start, Child Care, Early Intervention, Schools, and other early care/education professionals together for training in early literacy.
NH	Fiscal and program-development support for statewide early childhood TA network for practitioners working with 0-6 year olds with disabilities; including a focus on inclusive Child Care and transition from Part C to Part B; 619 coordinator represents the Department of Education on committee for early childhood issues; member of ICC; serves on the Child Care Management Collaborative with other state agencies to develop statewide systems of care for young children with disabilities, CSPD representative.

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Interagency Coordination, *continued*

States	Initiatives That Support Comprehensive Services, *continued*
NJ	Joint training on transition was provided through the Department of Health & Social Services (DHSS) early intervention system and the Department of Education's 619 Program. A parent booklet on transition was developed jointly. Joint child find materials were developed and disseminated. Joint technical assistance was provided with DHSS early intervention specific to autism spectrum disorders. On-going work has occurred on the state's Head Start Agreement. Additional partners were added to the work group. The 619 Program collaborates with the Maps for Inclusive Child Care Program. The 619 program provided training on including children with disabilities in thirty districts with a mandate to provide early childhood education to all three and four year olds.
NM	Joint ICC and IDEA Panel committees to address Early Childhood Transition and development of a state recommended IFSP-IEP form (parents, Department of Education, Department of Health, Head Start, Children, Youth and Families Department, Child Care, early intervention providers, preschool staff, special education directors); statewide training on the use of professional judgement when determining eligibility as DD (Center for Development and Disability, UAP at University of NM, and Department of Special Education and Communication disorders at NM State University; statewide training on Preschool Standards and Benchmarks; Development of full day kindergarten programs with a literacy component (intradepartmental collaboration at State Department of Education with Evenstart, Curriculum and Instruction and TANF); training of paraeducators (Education, Health, Head Start, childcare, IHEs).
NV	Information and referral service; statewide resource library; joint training with Part C regarding transition.
NY	Early Childhood Direction Centers (information and referral for children with disabilities, birth to 5).
OH	Ohio Family and Children First; Head Start Collaboration Grant; Joint Training; Head Start Disabilities Agreement; Head Start/ Child Care Partnerships; Program Licensing revision with the Ohio Department of Job and Family Services; National Governors' Association Grant to build public and political support for universal access.
OK	Involved with Department of Health, EI Division Child Health and Guidance Service; Oklahoma Commission on Children and Youth; Department of Human Services, Maternal and Child Care; Head Start and Tribal Head Start; University Affiliated Programs; University of Oklahoma Health Sciences Center.
OR	We are working with a number of other agencies on developing comprehensive services at the local level for young children and their families. Some of these agencies include Head Start, Healthy Start, Commission on Children and Families, Adult and Family Services, and the Health Department.
PA	Joint training with the Commonwealth's Part C agency on transition at age three, on-going planning and coordination with the Part C agency, joint training with the PA Head Start Association, and monthly participation in the State ICC.
SD	We work with the Part C program during the transition process from Part C to Part B. We are becoming involved with Head Start and the child care programs.
TX	Head Start Collaboration Project, Preschool Interagency Leadership Workgroup, ECI Quarterly Meetings.
UT	UT is involved with FACT (Families and Communities Working Together), ICC (Interagency Coordinating Council), UT Head Start Coordinating Council, Early Childhood Integrated Services, Early Education Action Group.
WA	Grant with Washington AEYC to do training on inclusion; transition (STEPS), Early Childhood Outcomes, and various interagency task forces.
WI	Discretionary funds used for Early Childhood Community Councils and committees at the local level. Also, regional discretionary grants support professional development activities that facilitate joint planning and training of school staff, parents, and other community preschool providers.

Interagency Coordination, *continued*

10. 619 Programs describe the following collaborative planning activities with the Child Care and Development Fund (CCDF):

States	Collaborative Activities
AK	Alaska will be included in developing the next 2-year plan.
AL	The 619 coordinator is on several planning committees with other representatives of Child Care Programs (e.g., Quality Child Care Consortia).
AZ	Member of the AZ MAP to Inclusive Child Care Project with Dept. of Econ. Security- Child Care Admin.
CA	Part of MAP for Inclusive Child Care Team. Desired Results Project whose goal is to develop a collaborative set of EC standards and outcome measures.
CO	Involvement of representatives on Early Childhood Leadership Team/Funding. 1 1/2 FTE in our Dept./Joint training initiative for all early childhood providers and parents in communities which apply for a learning cluster grant/training initiative for infant and toddler Child Care providers.
CT	Working with state Child Care partners to ensure inclusion; joint training and TA on ADA, 504, accommodations; additional subsidies for children with disabilities.
DE	Involvement of a representative of Early Childhood Leadership Team.
FL	Participation on the state level through the STEPS Interagency State Team and MAP to Inclusive Child Care Team; local efforts occurring in 16 CCDF program areas in state.
HI	There is collaboration on planning of state and national conferences and trainings.
IA	Provide technical assistance to Community Empowerment Areas utilizing TANF funds and state funds to enhance early care and education for families and children (0-5 years).
ID	The 619 coordinator will be joining the oversight committee for the Idaho Child Care Program, which manages the CCDF.
IL	Collaborative training and technical assistance.
IN	The 619 coordinator serves on the Step Ahead Panel, which reviews the state plan for the CCDF.
KY	All early childhood state specialists will be involved in workgroups that will make recommendations concerning the components of the KIDS NOW initiative.
LA	619 Program Coordinators attend meetings of the MAP to Inclusive Child Care Project.
ME	State Planning Team; ICC has a Department of Human Services representative who is responsible for Child Care; MAP to Inclusive Child Care working to increase the number of Child Care programs serving children with disabilities.
MN	Ensuring inclusion; training and TA; additional subsidies for children with disabilities.
MO	Feedback provided, offer suggestions.
MT	No formal link between SEA Section 619 and CCDF has been forged at this time, though Section 619 and CCDF program actively co-participate in the Family Support Services Advisory Council (state ICC).
NC	Hold meetings and participate on the state level, particularly with the new agreement that all public school programs will meet certain Child Care licensing standards; access child care block grant funds for parents who pay a fee for typically developing children for our inclusive classrooms; jointly funded staff development committee and statewide contracts for early childhood inclusion.
NE	Member of MAP to Inclusive Child Care state team and strategic action plan.
NH	Jointly create and support a variety of initiatives to improve outcomes for young children with disabilities in inclusive Child Care settings.
NJ	Recommendations are provided through 619 as requested during joint planning meetings.
NV	Participation of early childhood special education coordinator in planning meeting; ongoing collaboration in use of funds.
OH	Involvement in the development of the state plan required in order to receive funds; Provide professional development funds for the Child Care community working with children with disabilities.
OR	Participation on the advisory board; work on subcommittee for children with disabilities.
WI	We work together on common goals through the "Wisconsin Early Childhood Collaborating Partners." See our website for more information: www.dpi.state.wi.us/dpi/dlcl/bbfcsp/eccopthm.html

Interagency Coordination, *continued*

11. SEAs offer the following considerations for children with disabilities in their CCDF programs:

States	Special Considerations
AK	The state CCDF program plan includes a priority for children with special needs for Child Care subsidies; it is considered an entitlement. Also, one of the criteria for in-home care is if there are health or other needs that are better served in the home.
AZ	Enhanced rates for necessarily enhanced levels of service.
CA	The CDE-CDD Child Care Healthline and MAP projects helps ensure consideration of children with special needs.
CO	Statement in grant proposal, included 18 consolidated Child Care pilots. Waiver system in place for all state rules and regulations in pilots.
CT	In allocating subsidies to providers, increased rate for serving children with disabilities, training and TA.
DE	Cost differential.
FL	Priority for Child Care services is given to children with special needs as defined in the state plan; developing a special needs rate that includes children with disabilities and special health needs; on-going technical assistance relative to setting, individual program development, modification of services, and adaptation of equipment; creating pilots for building inclusion with children with disabilities and special needs in Child Care.
HI	Children with disabilities are given priority.
IA	The CCDF program plan addresses meeting the needs of all children.
ID	A contract has been issued to develop a model, inclusive and developmentally appropriate Child Care center for a minimum of 50 infants and toddlers. Twenty to 40% of those served will be children with disabilities. The contract also contains a training component for Child Care providers. Secondly, some school districts have established after school child care programs with CCDF monies.
IL	Children with disabilities are given priority in services.
IN	Priority for Child Care services is given to children with special needs as defined in the state plan. Child Care voucher funds are prioritized for this special population. Income allowances can be made for families with children with documented special needs.
KY	Special priority and age extension for children with disabilities.
LA	Priority is given to children with disabilities.
ME	Additional stipend for providers who care for children with special needs.
MO	A differential rate is now available to licensed Child Care providers who care for children with special needs.
MS	State pays a higher daily rate for eligible special needs children for Child Care and after school care.
MT	The Child Care program provides enhanced weighted funding for children with disabilities or special needs. At both Family Support Services Council and Head Start Collaboration Council, needs of young children with disabilities and their families are discussed in planning processes.
NC	Child Care programs may draw down additional monies if they serve special needs children in their Child Care centers, and school programs may be able to access some of those same dollars in the near future as we work on an agreement.
NH	All products, trainings, and plans work to infuse a philosophy of including children with disabilities in Child Care settings. Specific trainings and technical assistance are developed and made available to support children with disabilities in Child Care.
NJ	Considerations include: Increased capacity for serving children with disabilities. Training and technical assistance in the provision of services for children with disabilities for unified Child Care agencies and providers.
NV	Child Care subsidies: Efforts made to provide additional training regarding children with special needs to Child Care workers.
NY	Enhanced rate.
OR	Subgroup working on upgrading services for children with disabilities.
UT	Child Care Providers who provide care for children with disabilities are paid at a higher subsidy; they are also able to apply for a special grant - (up to $1,000).
WA	We currently have no waiting lists for Child Care services in the State of Washington. When waiting lists are necessary, our contingency is to place children with special needs (along with those in very low income families) on a priority waiting list. The priority waiting list families are served before authorizations are made off the non-priority waiting list. If providing equal access is a concern, the state can pay a higher rate to providers who care for children with special needs. Special needs was one of the priority for the request for proposals for the quality funding.
WI	Program allows county administrative agencies to provide a rate higher than the county maximum for children with special needs on a case-by-case basis. Special funds are provided to Child Care resource and referral agencies to develop and support inclusive child care: Mobilizing Partners Grant.

Interagency Coordination, *continued*

12. SEAs have the following collaborative training activities between SEA and the Child Care lead agency:

States	Collaborative Training Activities with Child Care
AK	Coordinate training activities in the state with other early childhood providers.
AZ	Many training activities conducted collaboratively, sponsored by a variety of agencies and include Child Care and the SEA.
CA	The Child Development Division, CDE, Mental Health, Department of Developmental Services and other agency representatives are currently working on a matrix to display what training is available through the respective state agencies. Training activities include those occurring through the CDE Child Development Division (CDD), Map for Inclusive Child Care; Connections Project - Inclusion with Head Start and other agencies; Early Childhood Content and Performance Standards Project; Supporting Early Education Delivery Systems (SEEDS) and technical assistance for local education agencies.
CO	Jointly fund community Early Childhood Learning Clusters which are designed to provide training to all ECE providers in the community, both public and private providers, including parents. Infant and Toddler Child Care training.
CT	Collaboration to establish/implement a career ladder; registry for continuing education; training curricula regarding disabilities developed and implemented; state school readiness and child day care initiative focus support and TA on disabilities; state accreditation and support projects to support programs working to include children with disabilities; broad-based statewide training and technical assistance relative to comprehensive child and family services, including building collaboratives between early care and education, schools and community.
FL	Joint training/activities/conferences sponsored by a variety of agencies are provided at the local or regional level. As mandated by Florida legislation, a 10-hour training module on behavioral observation and assessment is being collaboratively developed by CCDF. The module is required for licensed child care providers and will ensure that early intervention services for children with disabilities are appropriately integrated into the subsidized child care program.
HI	Annual Hawai'i State Early Childhood Conference.
IA	Serve on subcommittee of State Child Care Advisory Council to enhance quality child care services; Serve on MAP to Inclusion; Collaborate to provide training through the Early Childhood Professional Development Project.
IL	Joint training and collaborative statewide conference.
IN	The Child Care lead agency is also the Part C lead agency. The training activities provided through the Unified Training System are available to Child Care, early intervention, early childhood special education, and Head Start providers and families.
KY	Linkages for training are planned through the state level early childhood CORE Team and the KY Institute for Early Childhood Professional Development, of which child care and SEA are both members. The SEA and other agencies will be involved in all components of the KIDS NOW Initiative.
LA	Regional training activities are open to child care providers.
MD	MAP to Inclusive Child Care - statewide conference for child care providers to be planned for sometime in 2001.
ME	The Regional Child Care Resource Development Centers sponsor training in NAEYC core areas, of which serving children with special needs is one component.
MI	Our personnel development contractor works with MI 4C's, the lead agency for Child Care, to provide trainings on inclusive Child Care, AHEAD training, etc. We also contract with the 4Cs to coordinate our public awareness and child find efforts.
MN	Project Exceptional; training event on integration/inclusion cosponsored by state early childhood special education and Child Care programs.
MO	Competitive grants are open to the SEA. Additionally, the SEA and Dept. of Health jointly developed and fund consultation to child care providers as TA for special needs children. All Child Care Resource and Referral offices now have inclusion coordinators who assist both families and child care providers so that placement in child care is successful.
MS	While CCDF training is not developed collaboratively, all of their training is available for all other state agencies including LEAs if they choose to participate.
MT	The focus of MT's CSPD effort is local and regional, not state-level.
NC	Statewide advisory board on personnel preparation and support for Partnerships for Inclusion, which includes newsletter, and public service announcements on early childhood; there will be joint training on child care licensing standards with the public schools, and there are many local trainings which include Child Care.

Interagency Coordination, *continued*

States	Collaborative Training Activities with Child Care, *continued*
NE	Training activities between the SEA and Child Care Lead Agency are collaborative and coordinated by the state Early Childhood Training Center, which is supported by multi-agency funding, primarily via the SEA, Part C co-lead agencies and Child Care lead agency. Those specific training activities are available upon request. A major new statewide training initiative is First Connections, an internet-based training project for teachers and caregivers working with infants & toddlers, developed by the SEA, Child Care Lead Agency, NE Educational Telecommunications and the University of Nebreska Cooperative Extension Service.
NH	Systemic, collaborative coordination of training activities among 619, Part C, Child Care, Head Start, public health, and mental health occurs on a regular basis.
NJ	Training is available through the Map to Inclusive Child Care Project. The SEA is involved on the planning team. All SEA training through the 619 program is open to interested Child Care agencies.
NM	We are involved with the MAP to Inclusive Child Care. Also working with Health, Head Start and CYFD on training paraeducators.
NY	Have collaborated on a teleconferences on including children with disabilities in day care settings. Trained over 4600 day care staff through this mechanism.
OH	Child Care community invited to all training provided through the SEA technical assistance system; Resource and Referral agencies also provide professional development activities.
OK	Statewide Training and Regional Support (STARS) and Training Inclusive Child Care-Terrific Opportunities for Children (TIC-TOC).
OR	Developing training for Child Care workers on how to work with children with disabilities.
PA	The Office of Children and Youth was represented on the Steering Committee for the OSEP monitoring this year.
SD	We are beginning to work with Child Care in the Department of Social Services. We have begun talking about collaborative planning for training activities.
TX	Beginning to establish a shared vision and goals.
UT	SEA and the Child Care lead agency plan and coordinate a state preschool conference. Literature training is provided to Child Care agencies. Child Care providers are invited to the state and regional preschool special education conference.
WA	STEPS (Sequenced Transition to Education in the Public Schools), BrainNet, Map to Inclusive Settings. Office of Child Care Polity staffs the Inclusive Child Care Subcommittee of the State ICC.
WI	School-age children, inclusive childcare. Also developed booklet which shares examples of local collaborative efforts.

Personnel

1. SEAs have the following certification/licensure requirements for preschool special education staff:

States	Special Ed. Certification w/o Preschool Specialization	Special Ed. Certification w/Preschool Endorsement	Special Ed. Preschool Certification/ Licensure	Single Certificate for Early Childhood and Early Childhood Special Education	Comments
AL	3 to 21			Birth to 8	
AK		General Cert.			
AZ			Birth to 5		
AR			Birth to 5		
CA[1]	3 to 18				Use of former 3-18 credential is allowed
CO		Birth to 5	Birth to 5	In development	
CT				Birth to Grade 3	Regular/Special Ed. Early Childhood endorsements
DE			Birth to 5	Birth to 5	
FL	Birth to 21	3 to 5		Birth to 4, & 3 to 8	Preschool Handicapped endorsement and Pre-K/Primary and Preschool Ed. Cert.
GA		3 to 4		3 to 5*	*Must add ECSE endorsement
ID		3 to 5		Birth to grade 3	Preschool Special Education endorsement + Elementary certification
IL		3 to 5			Special Ed. or EC certification + Preschool Handicapped
IN	3 to 21			Birth to Grade 3	
IA		Birth to 5	Birth to 5	Birth to 8	Unified Early Childhood by 2002: Birth to 8
KS				Birth to 8	
KY				Birth to 5	Early Childhood + Early Childhood Special Education
LA			Birth to 5		
ME				Birth to 5	
MD		3 to 8			
MA	3 to 8			3 to 8	Reg/Special Ed. EC
MI					Special Educ. Certification, EC endorsement, and Pre-primary Impaired Approval Letter
MN			Birth to 7		
MS					Birth to Grade 1, Reg/Special Education and Elementary certification
MO			Birth to grade 3		
MT	5 to 21				
NE			Birth to 5	Unified undergraduate birth to 8, in process	ECSE birth to 8 graduate endorsement, in process
NV			Birth to 8		
NH	Yes			EC certification	
NJ	3 to 21				
NM	Yes				EC Certificate Birth to 8
NY	Yes				
NC				Birth to 5	
ND	Birth to 8 (In Process)			Ages 3 to 6	Certificate in elementary ed. or kindergarten ed. with a Special Education credential (usually Masters Level) in Early Childhood Special Education Ages 3-6
OH		3 to 5	3 to 8		Preschool certification + Sp. Ed. endorsement
OK	B to 21			3 to 7	Certified in 2 areas of special education or early childhood plus special education degree
OR			3 to 8	Endorsement	Implementing competencies for all staff
PA	3 to 21			3 to 8[2]	
RI			Birth to K		
SC	3 to 21				
SD		Birth to 6		Birth to 6	ECSE endorsement & Ed. degree covers B to 6
TN			3 to 5		
TX	Yes	3 to 6	Birth to 6		Special Endorsement
UT			Birth to 5		
VT		3 to 8			
VA			Birth to 5		
WA	Yes				Preschool Sp. Ed. endorsement + General Ed. certification
WV			3 to 5		
WI			Birth to 8		New guidelines recently aligned with general Early Childhood
WY			Birth to 5		

1 - New credential has been approved and is being implemented birth to 5; also low incidence birth to 21.

2 - Early childhood certification accepted for preschool special education programs.

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Personnel, *continued*

2. SEAs' support for the use of paraprofessionals includes:

States	Defining Personnel Standards	Providing Training Program	Providing Training to Administrators
AL	In process	In process	
AK[1]	✓	✓	
AR	✓	✓	✓
CA[2]			✓
CO	In process	✓	✓
CT		✓	✓
DE[2]			
FL		✓	✓
GA	✓	✓	
GU[1]		✓	✓
HI	✓	✓	✓
ID[1]	✓	✓	
IL[1]	✓	✓	
IN	✓	✓	✓
IA	✓	✓	
KS	✓	✓	✓
KY	✓	✓	✓
LA[1,2]	✓	✓	✓
ME	✓	✓	✓
MA	✓	✓	✓
MN	✓	✓	
MS	✓	✓	✓
MO[1]	✓		✓
MT[1,2]		✓	
NE	✓	✓	
NH[1]	✓	In process	
NJ	✓		
NM	✓	✓	✓
NY[1]	✓		
MP	✓		
NC	✓	✓	✓
ND	✓	✓	✓
OK[1]	✓	✓	
OR	✓		
PW			✓
PA	✓		
RI	In process	✓	✓
SC	In process	✓	
SD	✓		
TN[1]	✓	✓	
TX[1]	✓	✓	
UT[1]	✓	✓	✓
VT		Inservice grants	✓
WA	✓	✓	
WI		✓	✓
WV	In process	In process	

1 Information ready to share
2 Left to local option
3 Financial support for paraprofessionals for post-high school course work

Transition

1. SEAs have developed or are developing policies allowing 619 funds to provide FAPE to children before their third birthday.
   a. Have developed:

      AZ, CO, CT[1], DE, FL[2], GU, ID, HI, KS, LA, MD, MA, MN, MO, NE, NM, OH, UT, VA, WV, and WI

   b. Under development:

      GA and IL

2. The following states have a policy that allows for the use of Part C funds, to provide FAPE, for children past their third birthday:

   AK, AZ, AR, DE, FL, GA (Draft), GU, ID, LA, KS, MD, MS, MO, NE, NM, NY, NC, UT, WA, WV, WI[3], and WY

3. States have developed or are developing agreements for transition from preschool to kindergarten/first grade.

   a. Have developed:

      AR, ME[4], NH[4], PA, and TN

   b. Under development:

      CO, CT (transition materials), DE, HI, KY[4], MD, NJ, ND, SC[5], and WY

1 For 2-year-olds who will turn 3 within the school year
2 For 3 months to facilitate transition
3 Only during summer months; child must have a placement offer for fall
4 Information ready to share
5 Training to interested districts through TEEM (UAP/University of Vermont)

Initiatives for Special Populations

SEAs have the following initiatives for special populations:

States	Initiatives
AL	Two preschool initiatives as part of the state SIG grant
CO	Inclusive services for children with autism, training of infant – toddler child care providers
CT	Joint 619 and Part C collaboration and funding for (1) Statewide Autism Training Series (0-5), (2) Statewide 0-5 EC/ECSE Conference, (3) 0-5 Newsletter, (4) LICC and Regional Transition Training, (5) LRE and general education curriculum and (6) Behavior/Functional Behavioral Assessment
IL	Autism Training Project; Emotional/Behavioral Disorders Network
IA	Heartland Model-Research Project for Children with Autism; Statewide Autism Initiative; SkiHi and Insite Training
KY	SHIPP (Severe Disabilities/Deaf/Blind); Other: PREVIEW (Visual Impairments); KEY (Deafness); KISSED (Social Skills/Mental Health)
LA	Training personnel for child care natural environment options, training for multidisciplinary evaluation personnel, natural environment strategies, inclusion opportunities, rural communities
MA	New publication "Exploring the Options"; conferences on autism (two); needs assessment of existing resources (in process)
MD	Funding a number of local projects focusing on autism, transition, community team building, and technology for inclusion
MN	Fetal Alcohol Syndrome/Fetal Alcohol Effects (FAS/FAE) and Autism Network
NJ	New Jersey TAP (Deaf/Blind); evaluations for hearing loss (3 to 5)
NM	Funding numerous local projects/model practices related to autism, EC Transition/Collaboration, Inclusion, and visually impairement
NC	Special task force on autism with autism conferences and low incidence regional centers being established
ND	Autism training (GRAIN); Assistive Technology (RIATT); Personnel Development (SIG)
OK	Special Education Teacher Registry specialized training requirements for providers serving children with autism, multiple disabilities, deaf/blind, other health impairments; Special projects for hearing impairments, visual impairments, autism, deaf/blind, assistive technology and multiple disabilities
OR	Autism Implementation Plan: a) Outcome study; b) Local capacity building grants
PA	Provision of training to develop local team expertise in addressing the needs of children with autism. Provided by TA system
SD	Funding is provided for SD UAP and training support in the area of autism
TN	Regional training – autism; TREDS (Outreach project for dual sensory impairment); LRE for LIFE (TA for school system LRE)
UT	B.E.S.T. (Behavioral and Educational Strategies for Teachers (monthly training); state-wide monthly autism training; S.I.P.C. (Supporting Inclusion of Preschool Children – TA provided)
VT	Autism birth-5 statewide training series; Individual Support Project (ISP); collaborative outreach grant; (All three projects are a joint effort/collaboration between O-3 and the 619 program)
VA	Children with autism – developing training package at 2 levels
WA	Autism; Sensory Disabilities
WI	Statewide training on autism; visually impaired training project; hearing impairment; HI-preface; TBIs statewide project

Accreditation and Monitoring

1. The following states support program accreditation in the following manner:

States	NAEYC[1]	ECERS[2]	State Developed Process	Other	Comments
AL	Yes				
AZ	Yes				
CA				Yes	The state has no official accreditation process for special education. There is a special instrument for preschool specific compliance. Regular preschool and child care programs funded by CDE are both monitored and accredited for quality using a state-developed process.
CO	Yes	Yes	Yes		
FL	Yes				
GA	Yes		Yes		
IA	Yes	Yes			
KS	Yes	Yes	Yes		State developed process is the Quality Standards for Early Childhood Education in Kansas (0-8) used voluntarily by programs, but not for accreditation.
KY	Yes	Yes	Yes		Local district programs may "choose" accreditation activities - the state does not endorse one particular process, nor is funding allocated for accreditation.
MN	Yes				
MS	Yes				Each program determines what process they use there is no state level process currently in place through our agency. Most agencies, however, use the NAEYC process.
NC	Yes	Yes		Yes	Within the next 3 years, we will become part of the child care 5 star system.
ND	Yes				
NH	Yes			Yes	In development: NH Program Approval process is developing a continuous approval and evaluation process, based on other processes as described above.
NJ	Yes				
NM				Yes	The preschool programs are part of our public school accreditation (monitoring).
NV	Yes				
PA	Yes				
RI	Yes				
SD				Yes	Preschool programs for typical children are not accredited by the State. Special Education preschool programs follow state policies and procedures for IDEA and are monitored accordingly.
SC	Yes				
VA	Yes				
WI				Yes	Preschool special education classrooms housed within the public schools are not required to follow the same licensing standards that community day cares are held to. However, we have a number of ECSE teachers who team with other providers in community settings. Some of those settings have pursued NAEYC accreditation but they must all adhere to the licensing rules of the Wisconsin Department of Health and Family Services. Inspections are conducted through regional offices.
WY	Yes				

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[1]National Association for the Education of Young Children

[2]Harms, T., Clifford, R. M., & Cryer, D. (1998). The early childhood environment rating scale: Revised edition. New York: Teachers College Press.

Accreditation and Monitoring, *continued*

2. SEAs conduct or are planning to conduct preschool monitoring collaboratively with other agency(ies) in the following ways:

AK, OK	Exploring Part C/Section 619 joint monitoring
AR	Exploring Part C (Division of Developmental Disabilities) and Section 619 joint monitoring of Part C to Section 619
CO	Beginning to develop joint monitoring with Education, State Preschool At-Risk, Part C Program, Chapter I, Child Care, Human Services, and Head Start
ID	In collaboration with Health & Welfare and Head Start
ME	Other early intervention personnel serve as monitoring team members
NY	Municipalities participate or comment on reviews
OR	Part C / Section 619 are monitored together; some monitoring of birth-to-5 program with Head Start and state preschool reviews
WY	In collaboration with Division of Developmental Disabilities

Use of IEPs, IFSPs

1. SEAs have developed or are developing specific preschool policies and strategies to enhance the involvement of parents in their child's IEP or IFSP.

   a. Have developed:

      AL, AR, CA, CT, GA (3 to 21), GU, ID, IA, KY, LA, ME, MN, MO, NE, NH, NM, NY, NC, OH, OK, PW, PA, RI, WV, and WY

   b. Under development :

      AK, AS, AZ, CO, DE, MD, OK, OR, SC, and TN

2. SEAs use or are considering using IFSPs for preschool services.

   a. Use IFSPs as a result of statewide policy for all preschool services:

      GU, ME, and OR

   b. Allow local discretion in using IFSPs:

      AK, AZ, CO, CT, DE, FL, ID, IL, KS, MI, MN, NV, NM, NY, NC, ND, OH, RI, TN, UT, WA, and WV

   c. Are collecting data for future decision making:

      DE, LA, MI, and NH

   d. Have a standard IFSP form:

      AK, FL, GU, ME, MN, ND, and OR

Family-Centered Services

1. SEAs work with the Parent Training and Information Center(s) (PTIs) in their state in the following ways:

States	Joint Conferences	Provision of technical assistance	Special projects	Shared Resources	Other
AL			✓		
AK			✓	✓	✓
AR			✓		✓
AZ	✓				
CA					✓[4]
CO	✓	✓	✓	✓	✓
CT	✓		✓		✓[2]
DE	✓		✓	✓	
FL	✓	✓			✓
GU	✓[1]			✓[1]	
GA		✓[2]			
ID	✓	✓	✓	✓	✓
IL	✓	✓		✓	
IN	✓	✓	✓	✓	
IA			✓		
KS	✓	✓	✓	✓	
KY			✓		
LA	✓	✓			✓
MA		✓			
ME				✓	✓
MI	✓	✓	✓		
MN	✓	✓	✓	✓	
MS		✓		✓	
MO	✓	✓			
MT		✓	✓		
NE		✓	✓	✓	
NV	✓	✓	✓	✓	
NJ				✓	
NH		✓	✓	✓	✓
NM	✓	✓	✓	✓	
NC	✓	✓	✓	✓	✓
ND		✓	✓		
OH					✓
OK	✓	✓		✓	
OR					✓
PA					✓[5]
RI	✓	✓	✓	✓	
SC			✓[3]		
SD		✓	✓		✓
TN		✓			
UT		✓	✓		✓
VT	✓	✓	✓	✓	✓
VA	✓	✓	✓	✓	
WA		✓		✓	
WI	✓	✓	✓		
WV					✓
WY		✓			

Footnotes at the top of page 25

Family-Centered Services, *continued*

Footnotes for page 24
1 Provides parent training through Family Focused Early Intervention program and participates in Parent-to-Parent Network
2 Collaborates with SEA on CSPD, develops training initiatives, and provides SEA support
3 SEA provides funding to PTI to provide financial assistance with statewide training initiative
4 PTI recommends parents, consultants on state monitoring teams, PTI data is incorporated into states needs assessments
5 Provides parent training through Early Intervention TA program and participates in Parent-to-Parent network

2. SEAs support the provision of service coordination to eligible children, 3 through 5 years of age, in the following ways:

SEA Support	*n*	States
Funding	11	AZ, AS, GA, KY, MA, MN, ND, OH, OK, PA, WY
State regulation or policy	12	AZ, FL, HI, KY, ME, MA, NJ, NM, ND, OK, PA, WY
Training/technical assistance	23	AZ, AS, CT, FL, HI, ID, KY, MA, MN, MT, NV, NH, NC, ND, OH, OK, OR, RI, TN, UT, WI, WV, WY

Notes:

CT — LEAs may assign a service coordinator or individual to serve in such capacity for a family; particularly at the transition between Part C and Part B

MD — Established Preschool Partners services to link Part C Family Support Network and LSS Partners for Success](Part B) Centers

KS, MN — SEA support funding as a local option

NC — Discussions have centered around assisting outside agencies to continue to provide service coordination to 3 and 4-year-olds

OR — Exploring other funding sources to help pay for service coordination

UT — 3 to 5 transition training

WI — Program Support Teacher Network funded with state dollars to support children in general education as well as those in special education. Teachers also act as liaisons to birth to 3 programs

WY — Collaboration between Education and Division of Developmental Disabilities

Outcomes Measures

1. SEAs evaluate the outcomes of its Preschool 619 programs in the following ways:

States	Have Program Outcomes	Have Child Outcomes	Comments
AZ		Yes	
CA	Yes	Yes	The Early Childhood Content and Performance Standards Project is funded at Sonoma State University to develop a system of child outcomes and assessment methodologies that can be used to assess the progress of children with disabilities, birth to five. Data is not yet available.
IN		Yes	We are piloting the Indiana Assessment System for Education Proficiencies: Early Childhood system. It is an integrated computer-based documentation system to be used for children Birth through first grade. Further information is available on the web site http://iasep.soe.purdue.edu We are also in the process of developing a web-based system for accounting for student progress. The Individualized Curriculum and Assessment Notebook (ICAN). It can be found on the web site ICANtech.com. We do not have instruments or results to share at this time.
KY			Local district programs are required by law to track progress of the preschool children into primary (child outcomes). They are also required to evaluate program outcomes on a yearly basis. The state does not at this time collect this data. With the completion of the University of Kentucky third party longitudinal study a year ago, there is no current "state" evaluation.
ME		Yes	We are examining attainment of social and emotional performance indicators.
MO		Yes	MO has instituted a School Readiness Entry Profile on a sampling of kindergartners. Teachers are trained in the administration and parents are provided a survey. Results are disagregated by type of pre-kindergarten experiences. We are tracking the results of children whose parents reported that they participated in Part C and/or 619 services.
MS		Yes	During our monitoring of Local educational agencies we look at not only performance objectives at a district level but we review and evaluate individual IEPs for and programs to ensure appropriate programming for each child in the district through a sampling of IEPs. The 619 program outcomes are included with the overall instrument. It is not separate.
ND	Yes		Through a local self-assessment process, ECSE programs will identify areas that can be improved, collect data for decision-making, and set goals. A local self-assessment, as part of the total program evaluation, is intended to be internal/self-improvement oriented rather than external or judgmental oriented. It is assumed that the primary audience for the program evaluation will be the administrators and personnel from the special education unit with the outcome goal as one of local program improvement. Information gathered will provide guidance for those wishing to move toward comprehensive quality services by providing quality components of early childhood special education programs and services.

Outcomes Measures, *continued*

States	Have Program Outcomes	Have Child Outcomes	Comments
NH	Yes		
NM	Yes	Yes	Accreditation process monitors preschool programs; preschool eligibility as DD versus Specific Categories will enable some monitoring as to discharge from the program at age 9 or in terms of tracking students (i.e. Autism) who are identified early by diagnostic category.
NY	Yes		NY is in the first year of a seven-year longitudinal study. We are also developing quality indicators for preschool programs for children with disabilities tied to quality measures for young children.
OH		Yes	Ohio is implementing the Indicators of Success Project to include preschool special education, public school preschool and Head Start. Child outcomes are collected through software entitled Galileo. Currently five program indicators are also being collected to identify "healthy" programs. These include staff attendance and turnover, student attendance and turnover, and teacher credentials. Results from pilot sites have not been published.
OR	Yes	Yes	Program outcomes includes results of Oregon Department of Education monitoring of programs, qualified workforce, and programs using systems to report child progress data. Our family outcome is that the EI/ECSE will have a positive impact on the families with children in the program and includes various indicators. Child outcomes are that children in the EI/ECSE program will show improvement in their developmental status will enter school ready to learn and will achieve basic established skills levels by 3rd grade. We have some results that can be shared with others.
PA	Yes	Yes	In 1998 we funded a study to see whether children who had received preschool services during 1991-95 were in special education in PA at ages 6,7,and 8, and if so, where were they receiving those services.
RI	Yes	Yes	As part of RI School Support System, child outcomes are examined, according to the annual progress of the IEPs. Information on Program goals are also collected and then a support plan, around a variety of performance and compliance indicators, is developed for the district.
TN		Yes	Child progress is measured on the IEEE's at the local level.
UT		Yes	

2. The following SEAs have preschool specific indicators as part of the required Part B Performance Indicators:

   CA, FL, GA (in process), IN, KS, ME, MD, MO, NM, NY, OH, SD, UT, VT, and VI

Pre-Kindergarten Initiatives

1. States have the following general education pre-kindergarten services:

States	Universal Pre-K	State Head Start	Title 1 Pre-K	State Funded Pre-K for At Risk	Locally Funded Pre-K	Comments
AL		Yes	Yes		Yes	
AK		Yes		Yes		
AR				Yes		
AZ			Yes			
CA						
CO			Yes	Yes	Yes	
CT		Yes	Yes			
DC		Yes		Yes		Services are available to all 4s on first come, first serve basis
FL			Yes	Yes	Yes	
GA	Yes	Yes				Services are available and fully funded for all 4 year olds
HI		Yes	Yes			
IA			Yes	Yes	Yes	
IL		Yes		Yes		
ID			Yes			
IN			Yes		Yes	
KY		Yes		Yes	Yes	
KS		Yes	Yes	Yes	Yes	
LA				Yes		
MD			Yes	Yes		
MA		Yes		Yes		
MI				Yes		
ME		Yes			Yes	
MN		Yes	Yes	Yes	Yes	
MO			Yes		Yes	
MS		Yes	Yes			
MT						No services at this time
NC		Yes	Yes		Yes	
ND		Yes				
NE			Yes	Yes	Yes	
NH		Yes	Yes		Yes	
NJ			Yes	Yes	Yes	
NM		Yes	Yes			
NV		Yes	Yes			
NY	Yes			Yes		Phasing in services to be available to all 4 year olds
OH		Yes	Yes	Yes	Yes	
OK		Yes		Yes	Yes	
OR		Yes	Yes	Yes	Yes	
PA		Yes	Yes		Yes	
PR						No services were reported
RI		Yes		Yes	Yes	
SC		Yes	Yes	Yes		
SD		Yes			Yes	
TN		Yes		Yes	Yes	
TX		Yes		Yes		
UT		Yes	Yes		Yes	
VT			Yes	Yes	Yes	
VA			Yes	Yes		
WA			Yes	Yes	Yes	
WV				Yes		
WI		Yes	Yes		Yes	
WY						

Eligibility Classifications and Criteria for Young Children Under Part B of IDEA

This data was obtained from a web search of state policy documents with additional information provided by state Section 619 Coordinators and is believed to be current as of January 2001. This information is maintained and updated periodically on the NECTAS web site in summary and a state-by-state table format. Please see http://www.nectas.unc.edu/devdelay/devdelay.html and citation information below.

Age Range/Extension

1. Sixteen (16) states *currently permit* the developmental delay category beyond age 5 (upper age limit is given in parentheses).

   ID, MA, NH, NM, and TN* (through age 9; NM is phasing in).

   KS (6 through 9)

   AL, HI, KY, LA, NE, VA, and WA (through age 8)

   NC, OK, and UT (through age 7)

   In addition, two (2) states use another disability term for the early childhood years beyond age 5.

   MN uses term "eligible for early childhood special education" (through age 6)

   TX uses term "noncategorical" (through age 9)

2. Three (3) states are *piloting/have piloted* extension of developmental delay beyond age 5.

   LA (Two year pilot of extension through age 9 completed, adopted age range 3 through 8 based on pilot)

   SC (Piloting Significant Developmental Delay for ages 6 through 8)

   *TN (Piloting Severe Developmental Delay in 6 districts as an additional category for ages 6 through 9; currently use Developmental Delay for ages 3 through 9)

3. Six (6) states report being in various stages of extending the age range for "developmental delay" or another state-designated disability term that they use for preschool-aged children: *considering extending, planning a study or pilot of extension, or in the policy change process.*

   AZ and GA (through age 8)

   AK, IN, and MD (through age 7)

   FL (age unspecified)

4. Three (3) states are *adopting* or *considering* the category of "developmental delay" and an age range.

   CA (ages 3 through 5)

   DC and MT (age range unspecified)

Restrictions on Use of Developmental Delay (or other state-designated early childhood disability category)

5. Nine (9) states use developmental delay, or other disability term, for the age range to which it applies, *only if a child does not qualify* under another disability category.

   AK, CO, ID, MI, NM, TN, UT, WI, and WY

Eligibility Classifications and Criteria, *continued*

Disability Terms Used

6. Disability terms used by states for early childhood:

Developmental Delay (DD) or a variant is used by 34 states.

AL, AK ("Preschool DD"), CT, DE, FL, GA ("Significant DD"), HI, ID, IL, IN, KS (ages 6 through 9), KY, LA, ME, MD, MA, MS, MO, NE, NV, NH, NM, NC, OK, OR, PA, RI, SC (piloting "Significant DD" for ages 6 through 8), SD, TN (piloting "Severe DD" for ages 6 through 9), UT, VA, WA, and WI ("Significant DD")

Other disability terms are designated by 18 states for some or all of the age range 3 through 9. (DC uses the Part B categories only).

AZ	Preschool moderate delay, preschool severe delay, preschool speech/language delay
AR	Noncategorical
CA	Individual with exceptional needs
CO	Preschool child with a disability
IA	Noncategorical model or categorical
KS	Early childhood disability (ages 3 through 5, use DD for ages 6 through 9)
MI	Preprimary impaired
MN	Eligible for Early Childhood Special Education
MT	Child with disabilities... (ages 3 through 5)
NJ	Preschool disabled
NY	Preschool student with a disability
ND	Noncategorical delay
OH	Preschool child with a disability
SC	Preschool child with a disability (ages 3 through 5; piloting Significant DD for ages 6 through 8)
TX	Noncategorical early childhood
VT	Eligible for essential early education
WV	Preschool special needs
WY	Developmental disability

Age Ranges

7. Age ranges used by states for Developmental Delay or the state's designated early childhood disability category:

Developmental delay

Birth through 5	(2)	ME and MS
Age 3 only	(1)	DE
Ages 3 through 5	(14)	AK, CT, FL, GA, IL, IN, MD, MO, NV, OR, PA, RI, SD, and WI
through 7	(3)	NC, OK, and UT
through 8	(7)	AL, HI, KY, LA, NE, VA, and WA
through 9	(5)	ID, MA, NH, NM (phasing in by year), and TN
Ages 6 through 9	(1)	KS

Eligibility Classifications and Criteria, *continued*

Age range for other disability term (see #6 above)

Ages 3 through 4	(2)	AZ and NY
through 5	(14)	AR, CA, CO, KS, MI, MT, NJ, ND, OH, SC, TX, VT, WV, and WY
through 6	(1)	MN
through 9	(1)	TX
All ages	(1)	IA (locals may use categorical or noncategorical model)

Criteria

8. Criteria for delay for either Developmental Delay or state-designated early childhood disability category for the age range assigned to it by the state. Refer to item 6 above for state-designated disability categories.

Most states (31 of 35) that use quantitative criteria use 2.0 SD below the mean in one developmental area and/or 1.5 SD below the mean in 2 developmental areas. (Range 1.0 SD in one area – 3.0 SD in one area).

AL, AK, AZ, AR, CO, DE, FL, GA, HI, ID, IN, KY, LA, ME, MN, MS, MO, MT, NE, NV, NM, NY, NC, ND, OH, OK, OR, PA, RI, SC, SD, TN, WA, WI, and WY

16 of 17 states using percent delay criteria specify within the range of 20 - 33% delay in one or two developmental areas.

AK, FL, ID, LA, ME, MD, MS, NM, NY, NC, ND, OK, PA, RI, TN, and WV

(MI uses 50% delay in one or more areas)

Twelve (12) states permit informed team consensus, professional judgment or informed clinical opinion in lieu of quantitative criteria.

CO, DE, FL, HI, KY, ME, MD, MN, MO, NE, NM, and NC

Ten (10) states allow eligibility based on the diagnosis of a condition associated with a disability. Also note that eligibility for other categories such as mental disability or OHI may allow diagnosed condition as criteria.

CA, CO, MD, MN, MS, NE, NJ, ND, RI, and VT

Ten (10) states do not specify quantitative criteria, but may provide guidance, and/or permit LEAs to set criteria.

CA, CT, IL, IA, KS, MA, NH, NJ, TX, and VA

Please contact the author, Joan Danaher for permission to quote and please cite this work as:

Danaher, J. (in press). Eligibility policies and practices for young children under Part B of IDEA (NECTAS Notes No. 6, rev.). Chapel Hill, NC: National Early Childhood Technical Assistance System.

Special Education Mandates and Legislation

1. The chart below indicates the age at which children with disabilities are eligible under state policy to receive a free appropriate public education (FAPE).

Birth	Age 2	Age 3	
American Samoa	Virginia	Alabama	Nevada
Commonwealth of Northern Mariana Islands		Alaska	New Hampshire
		Arizona	New Jersey
		Arkansas	New Mexico
Federated States of Micronesia		California	New York
		Colorado	North Carolina
Guam		Connecticut	North Dakota
Iowa		Delaware	Ohio
Maryland		District of Columbia	Oklahoma
Michigan		Florida	Oregon
Minnesota		Georgia	Pennsylvania
Nebraska		Hawai'i	Rhode Island
Palau		Idaho	South Carolina
Puerto Rico		Illinois	South Dakota
		Indiana	Tennessee
		Kansas	Texas
		Kentucky	Utah
		Louisiana	Vermont
		Maine	Virgin Islands
		Marshall Islands	Washington
		Massachusetts	West Virginia
		Mississippi	Wisconsin
		Missouri	Wyoming
		Montana	

2. The chart below indicates the school year in which states ensured FAPE for all children with disabilities, beginning at 3 years of age. *(Refer to the chart on the previous page for the 12 states which assure FAPE below age 3.)*

1973-1974	Illinois
	Michigan
	Wisconsin
1974-1975	Alaska
	Texas
1975-1976	Iowa
	Virginia
1976-1977	Massachusetts
	Rhode Island
	South Dakota
1977-1978	American Samoa
	Louisiana
	New Hampshire
1978-1979	Maryland
1979-1980	Nebraska
1980-1981	Hawai'i
1981-1982	Guam
	Virgin Islands
1983-1984	District of Columbia
	New Jersey
1985-1986	North Dakota
	Puerto Rico
	Washington
1986-1987	Minnesota
1987-1988	Bureau of Indian Affairs[1]
1988-1989	Utah
1989-1990	Idaho
	Palau
1990-1991	Montana
	Nevada
	Northern Mariana Islands
	Wyoming
1991-1992	Alabama
	Arizona
	Arkansas
	California
	Colorado
	Connecticut
	Delaware
	Florida
	Georgia
	Indiana
	Kansas
	Kentucky
	Maine
	Marshall Islands
	Mississippi
	Missouri
	New Mexico
	New York
	North Carolina
	Ohio
	Oklahoma
	Pennsylvania
	South Carolina
	Tennessee
	Vermont
	West Virginia
1992-1993	Oregon
1993-1994	Department of Defense (overseas)
	Federated States of Micronesia

1 BIA is no longer responsible for assuring FAPE for preschool children with disabilities.

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Preschool Program Data

1. Number of children, 3 through 5 years old, served under Part B of IDEA on December 1 of the federal fiscal year:[1]

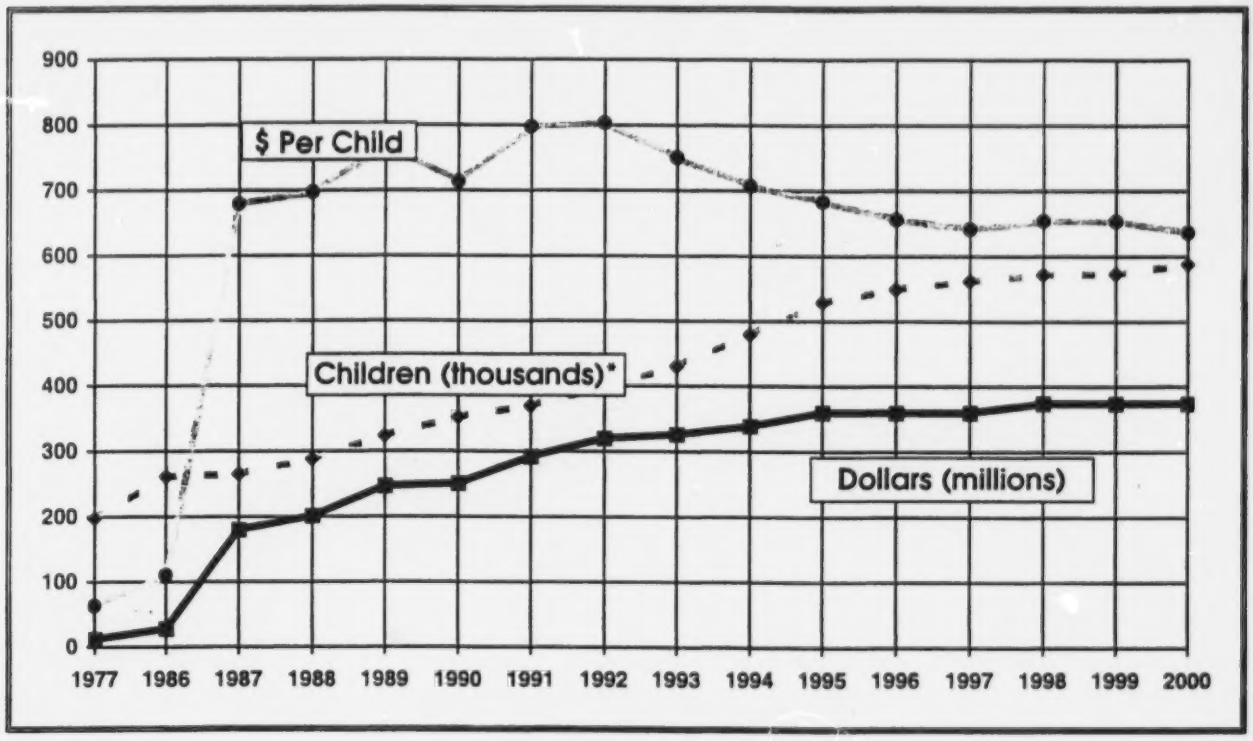
State	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
AL	2,941	2,666	6,987	8,243	10,115	6,934	7,327	7,712	8,241	8,527	8,594	8,199	8,195	7,499	7,335
AK	759	767	981	1,145	1,398	1,133	1,299	1,490	1,712	2,068	2,015	1,847	1,839	1,754	1,633
AS	5	4	20	43	42	48	35	34	32	52	53	43	79	58	55
AZ	2,309	2,623	2,745	3,578	3,917	3,917	4,925	5,941	6,574	7,292	7,846	8,271	8,571	8,876	9,076
AR	2,465	2,505	2,534	3,101	3,713	3,826	4,436	4,865	5,176	6,943	7,538	7,892	8,368	8,677	9,031
BIA	297	274	644	N/a	868	1,092	1,092	N/a	N/a	N/a	N/a	N/a	276	N/a	386
CA	21,081	23,709	29,138	33,341	37,029	39,466	43,338	46,628	50,966	54,193	54,888	55,722	57,511	56,837	58,491
CO	1,653	1,409	2,126	2,624	2,804	3,110	3,795	5,356	6,009	6,760	7,153	7,255	7,509	7,814	8,067
CT	4,533	4,506	4,793	4,589	4,819	5,185	5,552	6,103	7,816	7,268	8,006	7,919	7,801	7,443	7,275
DE	730	709	822	845	1,382	1,493	1,349	1,771	1,913	2,010	1,941	1,847	1,619	1,664	1,641
DC	374	370	398	301	273	212	260	254	238	338	387	347	384	409	560
FL	8,448	8,947	10,487	11,412	12,556	13,521	14,615	17,274	19,799	25,781	27,080	27,048	27,747	28,233	29,363
GA	4,166	4,442	4,981	6,295	7,121	6,514	7,879	9,957	11,449	12,791	13,314	14,293	14,331	15,134	15,922
GU	64	63	113	182	132	187	187	167	137	173	187	171	167	156	195
HI	499	581	621	679	726	782	930	900	1,074	1,199	1,306	1,433	1,560	1,646	1,860
ID	1,488	1,270	974	1,138	3,069	2,495	2,383	2,571	2,606	2,974	3,065	3,213	3,401	3,466	3,626
IL	20,402	22,076	19,964	19,163	20,387	24,010	23,050	23,116	24,737	25,018	24,967	27,976	27,209	27,524	28,193
IN	5,030	5,099	5,046	4,660	4,796	4,862	7,519	8,891	10,057	11,065	12,261	13,075	13,234	13,778	14,499
IA	5,144	4,929	5,072	5,137	5,092	5,405	5,402	5,443	5,643	5,673	5,837	5,865	5,907	5,578	5,599
KS	2,671	2,891	2,855	2,967	2,919	3,394	4,042	4,589	5,376	5,856	6,135	6,369	6,629	6,933	7,334
KY	4,266	4,343	6,861	7,735	9,066	9,810	12,178	12,632	12,690	14,009	14,683	15,020	14,998	15,161	15,913
LA	5,185	5,130	5,162	5,750	6,057	6,352	6,855	7,946	9,005	9,658	9,588	9,495	9,554	9,495	9,671
ME	2,517	2,148	2,865	2,756	2,937	2,861	2,441	2,628	2,831	3,268	3,553	3,693	3,676	3,690	3,954
MD	6,114	5,971	6,150	6,423	6,959	7,134	7,775	7,875	8,607	9,052	9,490	9,790	9,646	9,714	9,750
MA	7,218	8,041	8,034	9,455	9,960	9,657	10,085	10,278	11,038	14,267	14,241	14,535	15,116	15,382	14,568
MI	12,439	12,517	12,268	13,133	13,166	13,921	13,921	15,012	15,464	17,672	18,241	18,411	18,877	18,983	19,119
MN	8,146	8,731	8,934	8,443	8,495	8,637	8,994	9,633	10,284	10,758	10,781	10,916	11,111	11,327	11,370
MS	1,705	2,841	4,854	5,060	5,219	5,499	4,565	5,018	5,694	6,451	6,607	6,227	5,994	6,046	6,812
MO	5,914	5,297	4,836	4,307	3,906	3,935	5,127	6,148	6,986	7,975	8,395	8,744	9,530	9,698	10,683
MT	1,552	1,404	1,420	1,358	1,461	1,711	1,782	1,863	1,810	1,721	1,813	1,732	1,721	1,688	1,614

Preschool Program Data, *continued*

State	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
NE	2,853	2,750	2,666	2,666	2,577	2,498	2,764	2,953	3,002	3,313	3,312	3,311	3,617	3,656	3,707
NV	886	844	871	955	1,016	1,392	1,818	2,310	2,619	2,900	3,166	3,261	3,345	3,531	3,664
NH	1,027	1,105	1,118	1,187	1,236	1,229	1,259	1,381	1,736	1,996	2,170	2,289	2,251	2,190	2,193
NJ	13,990	12,506	13,095	13,552	13,875	14,390	14,719	14,978	15,554	15,945	16,639	16,718	16,867	15,998	16,058
NM	1,250	1,249	1,268	1,583	1,662	2,185	2,185	3,067	3,534	4,116	4,563	4,684	4,943	5,133	5,115
NY	6,240	5,410	3,265	16,640	22,011	26,013	28,990	32,459	40,029	45,009	48,536	49,673	49,628	50,616	50,140
NC	5,760	5,541	6,682	7,928	9,898	10,482	10,966	12,704	14,109	15,141	16,671	16,622	16,977	16,880	17,361
ND	1,051	1,006	1,021	1,123	1,100	970	992	981	1,062	1,119	1,169	1,156	1,164	1,197	1,283
MP	0	26	173	190	21	211	211	15	23	22	36	46	52	51	48
OH	7,737	7,205	7,359	7,326	8,370	9,760	10,960	15,608	16,347	18,193	18,204	18,279	18,666	18,572	19,341
OK	5,715	5,635	5,388	5,317	5,402	5,134	5,297	5,510	5,144	4,970	5,312	5,292	5,645	5,805	6,077
OR	1,219	1,177	1,297	1,205	1,257	1,123	1,203	4,900	3,458	5,648	6,097	7,033	5,965	6,128	6,387
PW	0	0	0	0	0	13	13	12	17	10	Note 2	Note 2	Note 2	5	11
PA	7,668	7,134	9,533	13,339	15,565	14,432	13,814	15,627	15,296	19,760	20,586	20,495	21,106	19,652	19,976
PR	1,711	2,279	2,887	3,154	3,154	3,345	3,345	4,375	4,584	3,331	3,545	4,474	5,255	5,559	6,274
RI	1,189	1,200	1,390	1,451	1,431	1,624	1,740	1,877	2,061	2,131	2,333	2,456	2,559	2,510	2,651
SC	5,211	5,671	6,973	7,334	7,893	7,941	7,915	8,569	9,072	9,904	10,324	10,500	10,931	10,937	11,352
SD	1,995	1,813	1,844	1,858	1,947	2,076	2,193	2,260	2,202	2,227	2,176	2,153	2,168	2,164	2,267
TN	6,487	6,746	6,548	6,937	7,045	7,400	8,529	9,110	9,666	9,825	10,151	10,092	10,238	10,291	10,690
TX	19,689	20,137	20,989	21,471	21,928	22,897	24,797	26,416	28,306	30,647	32,262	32,984	34,398	34,846	36,079
UT	2,243	2,093	2,158	2,358	2,792	3,159	3,304	3,842	3,894	4,568	4,861	5,217	5,327	5,710	5,910
VT	474	487	500	541	574	535	882	936	993	1,305	1,215	1,309	1,241	1,226	1,391
VI	52	0	66	104	78	55	80	76	65	118	133	173	213	180	167
VA	9,133	8,944	8,987	9,053	8,918	9,811	10,755	11,252	12,161	12,921	13,220	13,598	14,318	13,713	13,926
WA	5,571	6,562	7,259	8,252	9,040	8,834	9,659	10,631	11,746	12,830	12,565	12,003	12,001	11,799	11,623
WV	2,512	2,813	2,749	2,682	2,774	2,533	3,254	3,587	3,847	4,461	4,842	5,119	5,174	5,301	5,409
WI	8,799	8,934	9,271	9,341	9,765	10,325	10,845	12,174	12,642	13,072	13,545	13,924	13,707	13,708	13,934
WY	354	301	417	465	1,153	1,219	1,346	1,384	1,484	1,495	1,556	1,532	1,569	1,616	1,667
Grand Total:	**260,931**	**265,831**	**288,459**	**321,875**	**352,866**	**368,689**	**396,973**	**441,089**	**478,617**	**527,789**	**549,154**	**561,748**	**571,888**	**573,637**	**588,300**

[1] For example, for fiscal year 1986, a total of 260,931 children was reported to be receiving services as of December 1, 1985.
[2] Funding determined per provisions of the Compact of Free Association, effective October 1, 1994.

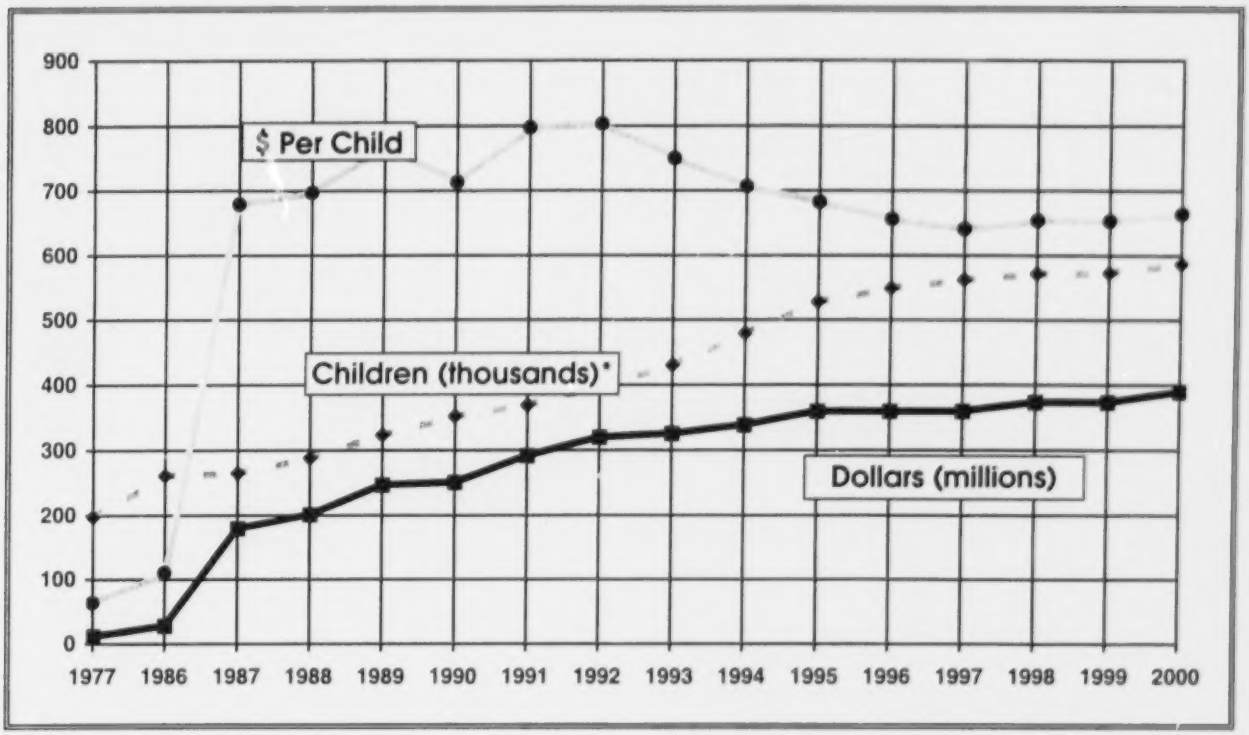
2. Comparison of growth in 619 Preschool Program with federal 619 appropriations:



	1977	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Dollars (millions) 619 Dollars (millions) appropriated for distribution to states	12	28	180	201	247	251	292	320	326	339	360	360	360	374	374	374
Children (thousands) Children (thousands) receiving FAPE on December 1 of each federal fiscal year	197	261	265	288	323	352	369	398	430	479	528	549	562	572	573	588
$ Per Child Per child allocation of 619 dollars	63	110	679	697	769	713	797	803	750	707	683	656	641	654	653	636

Preschool Program Data, *continued*

2. Comparison of growth in 619 Preschool Program with federal 619 appropriations:



	1977	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Dollars (millions) 619 Dollars (millions) appropriated for distribution to states	12	28	180	201	247	251	292	320	326	339	360	360	360	374	374	390
Children (thousands) Children (thousands) receiving FAPE on December 1 of each federal fiscal year	197	261	265	288	323	352	369	398	430	479	528	549	562	572	573	587
$ Per Child Per child allocation of 619 dollars	63	110	679	697	769	713	797	803	750	707	683	656	641	654	653	664

Appendices

A. State and Jurisdictional Section 619 Program Coordinators 38

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C. Twenty-second Annual Report to Congress on the 45
Implementation of the Individuals with Disabilities
Education Act By the U.S. Department of Education (2000)

Appendix A
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as of December 1, 2000

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Appendix C

Selected Excerpts from the Twenty-second Annual Report to Congress on the Implementation of the Individuals with Disabilities Act By the U.S. Department of Education (2000)

This Appendix reproduces selected information from the U.S. Department of Education's *Twenty-second Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act* (2000). These selections consist of text and data tables related to the Preschool Grants Program (Section 619) of Part B of IDEA, which covers services to children from ages 3 through 5. These excerpts are reproduced without change along with the actual page number and table designations from the *Report*. NECTAS compiled this information to provide Section 619 Coordinators and others with convenient access to the sections of the *Report* that are most relevant to their work.

NECTAS produces a separate excerpt document containing the text and data tables related to both Part C, the Infant and Toddlers with Disabilities Program, and Section 619 of Part B of IDEA. That combined excerpt may be obtained by contacting NECTAS at the addresses or phone number on the back cover of this *Profile*.

The complete *Twenty-second Annual Report to Congress* is available at the Department of Education's Web site at the following URL:

http://www.ed.gov/offices/OSERS/OSEP/OSEP2000AnlRpt/

A limited number of printed copies of the complete *Report* are available free of charge from the U.S. Department of Education by:

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Alternate formats, such as braille, large print, audiotape, or computer diskette, are available through the Department's Alternate Format Center at (202) 205-8113.

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TO ASSURE THE FREE APPROPRIATE PUBLIC EDUCATION OF ALL CHILDREN WITH DISABILITIES

Individuals with Disabilities Education Act, Section 618

Twenty-second Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act

U.S. Department of Education

2000

DISCRIMINATION PROHIBITED

No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.

No otherwise qualified individual with disabilities in the United States shall, solely by reason of his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Preschoolers Served Under IDEA[1,2]

The 1986 Amendments to the Education for All Handicapped Children Act (EHA)[3] changed the Preschool Grants Program for Children with Disabilities from an incentive program to a mandated program. In order to be eligible for funding under this program, funds attributable to this age under the Grants to States Program, or IDEA discretionary grants targeted to 3- through 5-year-olds, States were required to serve all eligible 3- through 5-year-olds by fiscal year 1991. States are required to have in effect policies and procedures that assure the provision of a free appropriate public education (FAPE) for all 3- through 5-year-olds with disabilities, and, at the State's discretion, to 2-year-old children with disabilities who will turn 3 during the school year.

The Individuals with Disabilities Education Act (IDEA) Amendments of 1997 revised the formula for allocating funds under the Preschool Grants for Children with Disabilities Program. Under the revised formula, each State is first allocated an amount equal to the amount it received in fiscal year 1997. For any year in which the appropriation is greater than the prior year level, 85 percent of the funds above the 1997 level are distributed based on the State's relative percentage of the total number of children ages 3 through 5 in the general population. The other 15 percent is distributed based on the relative percentage of children ages 3 through 5 in each State who are living in poverty. In addition, the IDEA Amendments of 1997 provided for situations in which the program appropriation decreases, as well as several minimums and maximums regarding the amount a State can receive during any year. These formula changes went into effect in Federal fiscal year 1998.

IDEA mandates that States report data that could be a measure of the States' progress in providing special education and related services to preschoolers with disabilities. The data analyzed in this module summarize information about the number of children ages 3 through 5 who received special education services, the racial/ethnic makeup of preschoolers in special education, and the environments in which these children received services.

---

[1] This annual report includes child count data for 1998-99 and non-child count data for 1997-98.

[2] Although preschoolers are generally ages 3 through 5, some States also serve 2-year-olds who will turn 3 during the school year under Part B.

[3] In 1990, the Act was renamed the Individuals with Disabilities Education Act (IDEA).

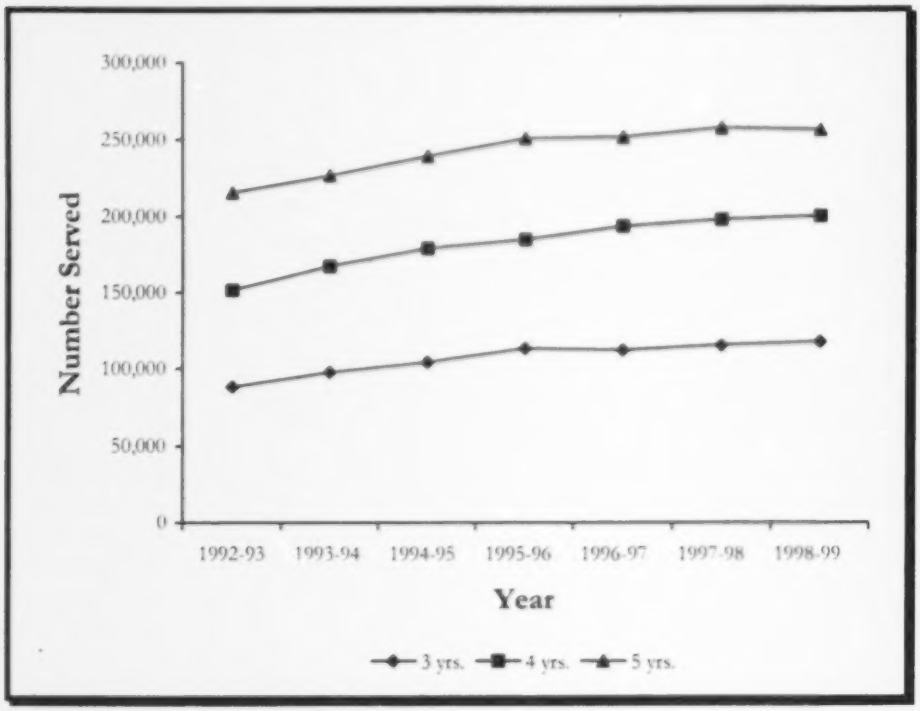
The Number of Preschool Children Served Under Part B of IDEA

During the 1998-99 school year, 573,637 preschool-aged children with disabilities were served under Part B (see table AA1). This represented approximately 4.8 percent of all preschool-aged children who lived in the United States and its Outlying Areas. However, the percentage of preschoolers served varied considerably by State. Kentucky reported the highest percentage, with 9.4 percent of its preschoolers receiving special education services. Arkansas, Maine, Wyoming, and West Virginia each reported that more than 8.0 percent of their resident preschoolers received special education and related services. California, Hawaii, Texas, and the District of Columbia reported that fewer than 4 percent of their preschool-aged children received special education services. The United States territories reported the lowest special education enrollment rates, with Palau reporting less than 1.0 percent, American Samoa 1.0 percent, and Guam 1.3 percent (see table AA12).

Special education service provision to preschoolers increased with age. Of the preschoolers who received services in 1998-99, 20.5 percent (117,698) were 3 years old, 34.9 percent (199,924) were 4 years old, and 44.6 percent (256,015) were 5 years old (see table AA9). A goal of the *U.S. Department of Education FY 2000 Annual Plan* was to identify and provide services to children with disabilities at an earlier age (U.S. Department of Education, 1999). Between 1992-93 and 1998-99, the percentage of 3-year-olds receiving services grew 33.2 percent, and the percentage of 4-year-olds receiving services increased 31.8 percent (see figure II-4). The percentage of 5-year-olds receiving services increased at a slower rate of 18.8 percent. The 1998-99 State-reported data suggest that greater numbers of younger children were being identified and provided services.

Between 1989-90 and 1998-99, the total number of preschoolers served under IDEA increased 48.8 percent (see table AA18). The past 10 years began with a slow growth of 2.4 percent between 1989-90 and 1990-91. However, the next 4 years saw the most significant growth in providing services to preschoolers with disabilities during the 1990s. Between 1991-92 and 1994-95, the number of preschool children receiving services increased by an average of 7.3 percent in each year. Growth slowed to 5.0 percent between 1994-95 and 1995-96. Over the last 3 years of the decade, the number of preschool children served under IDEA continued to grow slowly, averaging 1.5 percent per year. In fact, between 1997-98 and 1998-99, the number of preschool children receiving services increased by just 0.6 percent. This trend parallels the slower growth in the general 3- through 5-year-old population during the same period.

Figure II-4
Number of Preschool Children with Disabilities Served by Age and Year, 1992-93 Through 1998-99



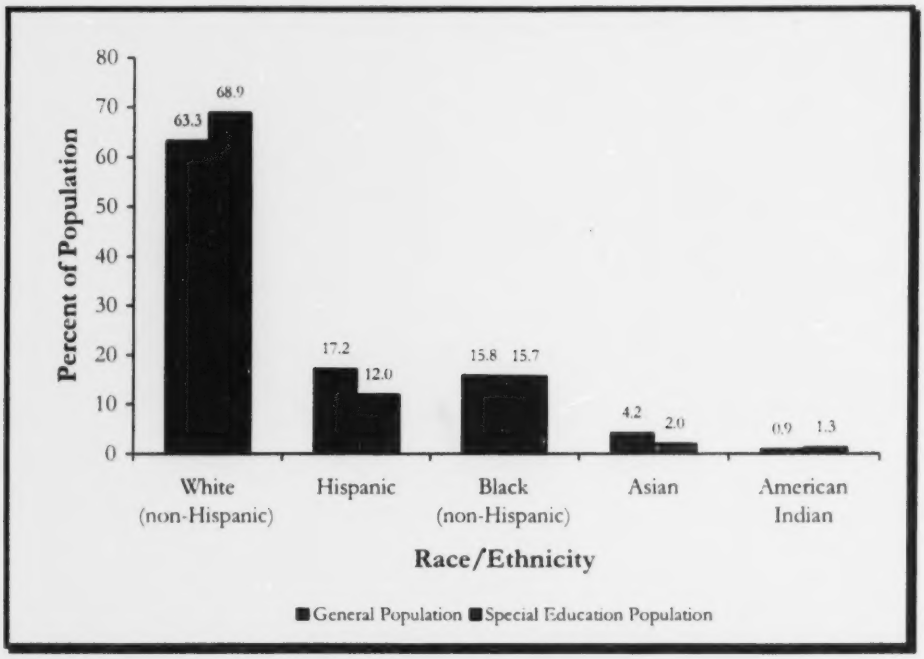
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Race/Ethnicity of Preschoolers Served Under IDEA

In the IDEA Amendments of 1997, Congress mandated that States submit data regarding the race/ethnicity of children receiving special education and related services. This section of the module compares the racial distribution of preschoolers in special education with that of the general preschool population (see figure II-5). Since this was the first year that race/ethnicity were collected, the data should be interpreted cautiously.

U.S. Census population estimates for 1998 indicate that white children represented 63.3 percent of the general 3- through 5-year-old population, while 1998-99 State-reported data indicate that 68.9 percent of the preschoolers receiving special

Figure II-5
Race/Ethnicity of Preschoolers Receiving Special Education and of the General Preschool Population, 1998-99



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

education and related services were white (non-Hispanic). Hispanic children comprised 17.2 percent of the general preschool population but just 12.0 percent of the preschoolers receiving special education. Representation of black (non-Hispanic) children receiving Part B services appeared to be nearly comparable to the general population: 15.7 percent vs. 15.8 percent, respectively. Asian children represented 4.2 percent of the 3- through 5-year-old population, and 2.0 percent of the preschool Part B population. And 1.3 percent of preschoolers in special education were American Indian, compared with 0.9 percent of the general preschool population (see tables AA7 and AF7).

The data reported by the States for 1998-99 indicated that the racial/ethnic distribution of the general preschool population versus the special education

preschool population was, on average, generally comparable.[4] Hispanic and Asian preschool children were slightly underrepresented in the special education preschool population. Conversely, the data indicated that white, non-Hispanic children were somewhat overrepresented among preschoolers receiving special education and related services.

Educational Environments for Preschoolers with Disabilities

During 1997-98, preschool settings were defined using the same terminology as settings for school-aged children (see table II-1). However, the terms were changed in 1998-99 to reflect settings more appropriate to preschoolers.[5]

In 1997-98, Hawaii, the District of Columbia, the Northern Marianas, and the Virgin Islands did not report on educational environments for preschool-aged children with disabilities. Among the States that did report settings data, 92.2 percent of preschool-aged children with disabilities received special education and related services in a regular public school setting. Of these children, the majority (52.5 percent, or 276,839) were served in classrooms with nondisabled children for at least 80 percent of the day. Another 31.2 percent (164,512) received services in separate classes from their nondisabled peers for more than 60 percent of the school day. The remaining 8.5 percent of preschool children who received services in a regular public school were served in a resource room environment (see table AB3).

Among the preschoolers who did not receive services in a regular public school setting, a public separate facility was the most common setting for the provision of special education and related services. These students represented 3.8 percent (20,257) of the preschool children receiving IDEA services during 1997-98. Small percentages of preschoolers received special education and related services in a private separate facility (1.4 percent), public or private residential facility (0.2 percent), or a home/hospital environment (2.3 percent). For each of these settings, several States reported no children served in non-public school environments. No children were reported as receiving services in a public separate facility in 4 States, a private separate facility in 10 States, a public residential facility in 14 States, a private residential facility in 29 States, and a home/hospital environment in 8 States (see table AB3).

---

[4] Comparisons were based on July 1998 U.S. Bureau of the Census estimates and were included in DANS.

[5] Data using the new settings categories will be reported for the first time in the *23rd Annual Report to Congress*.

Table II-1
Educational Settings for Children Ages 3 Through 5 with Disabilities

Regular Class: includes children who receive services in programs designed primarily for nondisabled children, provided the children with disabilities are in a separate room for less than 21 percent of the time receiving services. This may include, but is not limited to, Head Start centers, public or private preschool and child care facilities, preschool classes offered to an age-eligible population by the public school system, kindergarten classes, and classes using co-teaching models (special education and general education staff coordinating activities in a general education setting).

Resource Room: includes children who receive services in programs designed primarily for nondisabled children, provided the children with disabilities are in a separate program for 21 to 60 percent of the time receiving services. This includes, but is not limited to, Head Start centers, public and private preschools or child care facilities, preschool classes offered to an age-eligible population by the public school system, and kindergarten classes.

Separate Class: includes children who receive services in programs designed primarily for nondisabled children, provided the children with disabilities are in a separate program more than 60 percent of the time receiving services. This includes, but is not limited to, Head Start programs, public or private preschools or child care facilities, preschool classes offered to an age-eligible population in the public school system, and kindergarten classes.

Separate School (public and private): includes children who receive services in a separate program for 61 to 100 percent of the time receiving services. It does not include children who received education programs in public or private separate day or residential facilities.

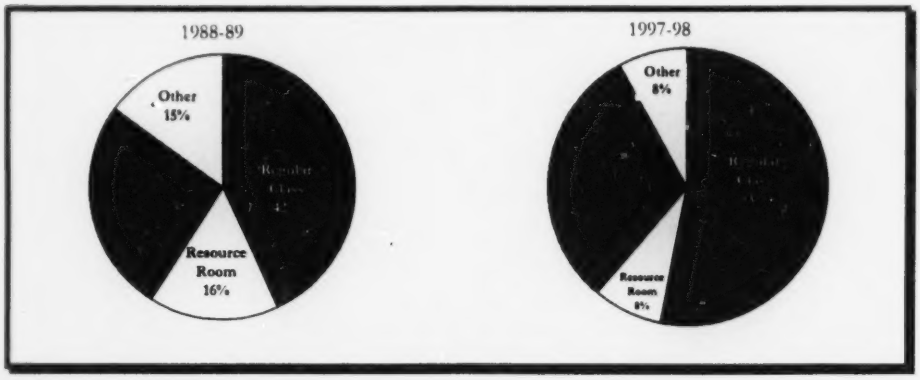
Residential Facility (public and private): includes children who are served in publicly or privately operated programs in which children receive care 24 hours a day. This could include placement in public nursing care facilities or public or private residential schools.

Homebound/hospital: includes children who are served in either a home or hospital setting, including those receiving special education and related services in the home and provided by a professional or paraprofessional who visits the home on a regular basis (e.g., a child development worker or speech services provider in the child's home). It also includes children 3 through 5 years old receiving special education and related services in a hospital setting on an inpatient or outpatient basis. However, children receiving services in a group program that is housed at a hospital should be reported in the separate school category. For children served in both a home/hospital setting and in a school/community setting, report the child in the placement that comprises the larger percentage of the time receiving services.

Source: U.S. Department of Education, Office of Special Education Programs, 1997.

Over the past 10 years, the regular classroom has been the most common service setting for preschool children with disabilities (see figure II-6). The U.S. Department of Education (1999) indicated in its FY 2000 Annual Plan that increasing inclusion of children with disabilities in regular classroom settings was an important objective in the improvement of special education. The use of the regular classroom has gradually increased from 42.2 percent in 1988-89 to 52.5 percent in 1997-98 (see table AB7). Thus, the State-reported data indicated progress toward the Department's goal of greater inclusion for preschool-aged children with disabilities.

Figure II-6
Percentage of Preschool Children Served in Different Educational Environments in 1988-89 and 1997-98



Note: Percentage may not sum to 100 due to rounding.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Although residential programs remained the least common service environment for preschoolers, both public and private residential programs experienced growth from the 1996-97 school year to the 1997-98 school year. The number of preschoolers served in public residential facilities rose from 700 in 1996-97 to 833 in 1997-98, an increase of 19.0 percent. After 3 years of decline, the number of preschoolers in private residential facilities rose 92.5 percent, from 173 in 1996-97 to 333 in 1997-98. In addition, the use of home/hospital programs decreased 3.3 percent between 1995-96 and 1997-98 (see table AB7). The reasons for these changes in service settings were unclear.

Summary

In the 1990s, the number of preschool children receiving special education and related services grew each year. State-reported data indicated that over the past 7 years, the number of 3- and 4-year-old children being identified and provided services grew at a much faster rate than did the number of 5-year-old children, indicating that children with disabilities were being identified and provided services at an earlier age.

Race/ethnicity data, reported for the first time in 1998-99, suggest that minority enrollment in special education was similar to the resident population of 3- through

5-year-olds. Asian and Hispanic children were slightly underrepresented among preschoolers in special education, while white (non-Hispanic) children were somewhat overrepresented.

The data reported regarding educational environments for preschool children with disabilities indicated that the majority of 3- through 5-year-olds served under IDEA received services in regular education classrooms with their nondisabled peers for 80 percent of the school day. The number of preschoolers served in regular classrooms continued to grow during the decade.

References

U.S. Department of Education, Office of Special Education Programs (OSEP). (1997). Instructions for *OSEP Part B Data, Part II Table 2*. Rockville, MD: Westat.

U.S. Department of Education. (1999). *U.S. Department of Education FY 2000 annual plan, volume 2: Program performance plans*. Washington, DC: Author.

Table AA1

Number of Children Served Under IDEA, Part B by Age Group

During the 1998-99 School Year

STATE	AGE GROUP					
	3-5	6-11	12-17	6-17	18-21	3-21
ALABAMA	7,499	44,384	42,337	86,721	5,593	99,813
ALASKA	1,754	8,341	6,896	15,237	721	17,712
ARIZONA	8,876	41,662	34,343	76,005	3,717	88,598
ARKANSAS	8,677	23,458	24,310	47,768	2,665	59,110
CALIFORNIA	56,837	288,947	253,221	542,168	24,646	623,651
COLORADO	7,814	32,763	31,280	64,043	3,277	75,134
CONNECTICUT	7,443	32,881	32,893	65,774	3,523	76,740
DELAWARE	1,664	7,884	6,060	13,944	625	16,233
DISTRICT OF COLUMBIA	409	3,440	3,710	7,150	603	8,162
FLORIDA	28,233	165,705	137,265	302,970	13,968	345,171
GEORGIA	15,134	78,449	57,399	135,848	4,772	155,754
HAWAII	1,666	9,199	9,023	18,222	683	20,891
IDAHO	3,466	12,849	10,276	23,125	962	27,553
ILLINOIS	27,524	131,192	113,748	244,940	11,234	283,698
INDIANA	13,778	70,759	55,605	126,364	6,417	146,559
IOWA	5,578	30,188	31,617	61,805	3,575	70,958
KANSAS	6,933	25,703	23,283	48,986	2,506	58,425
KENTUCKY	15,161	39,292	30,144	69,436	3,376	87,973
LOUISIANA	9,495	40,199	40,349	80,548	5,202	95,245
MAINE	3,690	14,787	14,246	29,033	1,571	34,294
MARYLAND	9,714	51,569	46,251	97,820	4,154	111,688
MASSACHUSETTS	15,382	72,753	72,240	144,993	8,589	168,964
MICHIGAN	18,983	94,387	84,509	178,896	10,524	208,403
MINNESOTA	11,327	45,649	44,841	90,490	4,377	106,194
MISSISSIPPI	6,046	27,755	25,059	52,814	2,918	61,778
MISSOURI	9,698	59,844	56,002	115,846	6,021	131,565
MONTANA	1,688	8,323	7,948	16,271	838	18,797
NEBRASKA	3,656	19,614	17,675	37,289	2,455	43,400
NEVADA	3,531	15,585	13,187	28,772	1,016	33,319
NEW HAMPSHIRE	2,190	11,411	12,467	23,878	1,434	27,502
NEW JERSEY	15,998	100,989	83,228	184,217	9,899	210,114
NEW MEXICO	5,133	21,755	22,958	44,713	2,267	52,113
NEW YORK	50,616	176,431	181,245	357,676	23,827	432,119
NORTH CAROLINA	16,880	82,127	61,134	143,261	5,192	165,333
NORTH DAKOTA	1,197	5,840	5,472	11,312	672	13,181
OHIO	18,572	101,583	96,411	197,994	13,589	230,155
OKLAHOMA	5,805	36,309	34,182	70,491	3,993	80,289
OREGON	6,128	33,373	27,599	60,972	2,819	69,919
PENNSYLVANIA	19,652	97,583	96,789	194,372	12,354	226,378
PUERTO RICO	5,559	23,604	21,747	45,351	3,248	54,158
RHODE ISLAND	2,510	13,004	11,127	24,131	1,270	27,911
SOUTH CAROLINA	10,937	50,216	34,435	84,651	3,445	99,033
SOUTH DAKOTA	2,164	7,546	5,309	12,855	683	15,702
TENNESSEE	10,291	57,538	53,477	111,015	6,967	128,273
TEXAS	34,846	210,056	216,191	426,247	25,656	486,749
UTAH	5,710	25,627	21,451	47,078	2,464	55,252
VERMONT	1,226	5,021	5,813	10,834	649	12,709
VIRGINIA	13,713	69,200	64,064	133,264	6,739	153,716
WASHINGTON	11,799	53,276	44,165	97,441	4,904	114,144
WEST VIRGINIA	5,301	22,775	19,367	42,142	2,491	49,934
WISCONSIN	13,708	49,269	47,789	97,058	5,562	116,328
WYOMING	1,616	5,544	5,439	10,983	734	13,333
AMERICAN SAMOA	58	268	242	510	16	584
GUAM	156	828	926	1,754	165	2,075
NORTHERN MARIANAS	51	177	199	376	47	474
PALAU	5	34	68	102	5	112
VIRGIN ISLANDS	180	630	844	1,474	117	1,771
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	573,637	2,759,575	2,499,855	5,259,430	281,736	6,114,803
50 STATES, D.C. & P.R.	573,187	2,757,638	2,497,576	5,255,214	281,386	6,109,787

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA7

Number of Students Ages 3-5 Served Under IDEA, Part B by Race/Ethnicity

During the 1998-99 School Year

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	14	21	2,917	28	4,498	21
ALASKA	519	64	101	54	1,016	0
ARIZONA	644	101	422	2,703	5,006	0
ARKANSAS	21	83	2,492	137	5,944	0
CALIFORNIA	441	3,158	5,644	22,431	25,163	0
COLORADO	80	140	444	1,523	5,627	0
CONNECTICUT	34	86	922	1,006	5,395	0
DELAWARE	2	9	457	83	1,113	0
DISTRICT OF COLUMBIA	0	0	369	14	26	0
FLORIDA	.	.	.	.	.	.
GEORGIA	23	127	5,349	374	9,261	0
HAWAII	12	1,161	56	58	359	0
IDAHO	34	13	29	374	3,018	-2
ILLINOIS	16	284	4,265	1,926	21,803	30
INDIANA	21	52	1,177	241	12,287	0
IOWA	25	41	212	122	5,178	0
KANSAS	69	54	588	502	5,720	0
KENTUCKY	6	50	1,572	87	13,446	0
LOUISIANA	39	33	4,356	71	4,996	0
MAINE	13	19	36	30	3,592	0
MARYLAND	31	229	3,201	317	5,936	0
MASSACHUSETTS	31	200	1,538	1,554	12,059	0
MICHIGAN	129	561	3,039	389	14,865	0
MINNESOTA	289	231	770	330	9,707	0
MISSISSIPPI	4	5	2,567	14	3,456	0
MISSOURI	17	45	1,359	125	8,152	0
MONTANA	234	14	14	17	1,409	0
NEBRASKA	78	35	256	234	3,053	0
NEVADA	106	92	410	649	2,274	0
NEW HAMPSHIRE	3	9	5	22	2,151	0
NEW JERSEY	15	510	2,476	1,997	11,000	0
NEW MEXICO	664	27	111	2,440	1,891	0
NEW YORK	292	965	6,088	5,872	19,717	17,682
NORTH CAROLINA	343	82	5,856	343	10,256	0
NORTH DAKOTA	101	13	12	18	1,083	0
OHIO	24	96	2,439	262	15,751	0
OKLAHOMA	920	41	553	201	4,090	0
OREGON	107	101	132	569	5,219	0
PENNSYLVANIA	31	172	2,729	765	15,955	0
PUERTO RICO	5	4	0	5,550	0	0
RHODE ISLAND	3	15	129	265	2,098	0
SOUTH CAROLINA	7	25	5,342	88	5,475	0
SOUTH DAKOTA	355	18	49	36	1,706	0
TENNESSEE	10	55	1,810	101	8,315	0
TEXAS	105	465	4,311	11,123	18,842	0
UTAH	186	65	55	369	5,035	0
VERMONT	4	8	12	2	1,200	0
VIRGINIA	44	226	3,270	693	9,480	0
WASHINGTON	408	447	688	1,426	8,830	0
WEST VIRGINIA	1	15	161	8	5,116	0
WISCONSIN	171	155	1,728	474	11,180	0
WYOMING	73	8	19	127	1,389	0
AMERICAN SAMOA	0	58	0	0	0	0
GUAM	4	130	14	0	8	0
NORTHERN MARIANAS	0	51	0	0	0	0
PALAU	0	5	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	6,808	10,674	82,551	68,144	359,316	46,144
50 STATES, D.C. & P.R.	6,804	10,430	82,537	68,144	359,308	45,964

Data based on the December 1, 1998 count, updated as of November 1, 1999.

A minus in the last column indicates the counts for race/ethnicity exceeded the total count for children served.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AA7

Percentage of Students Ages 3-5 Served Under IDEA, Part B by Race/Ethnicity During the 1998-99 School Year

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.19	0.28	39.01	0.37	60.15
ALASKA	33.59	3.65	5.76	3.08	57.92
ARIZONA	7.26	1.14	4.75	30.45	56.40
ARKANSAS	0.24	0.96	28.72	1.58	68.50
CALIFORNIA	0.78	5.56	9.93	39.47	44.27
COLORADO	1.02	1.79	5.68	19.49	72.01
CONNECTICUT	0.46	1.16	12.39	13.52	72.48
DELAWARE	0.12	0.54	27.46	4.99	66.89
DISTRICT OF COLUMBIA	0.00	0.00	90.22	3.42	6.36
FLORIDA	.	.	.	.	.
GEORGIA	0.15	0.84	35.34	2.47	61.19
HAWAII	0.73	70.53	3.40	3.52	21.81
IDAHO	0.98	0.37	0.84	10.78	87.02
ILLINOIS	0.06	1.03	15.51	7.01	76.39
INDIANA	0.15	0.38	8.54	1.75	89.18
IOWA	0.45	0.74	3.80	2.19	92.83
KANSAS	1.00	0.78	8.48	7.24	82.50
KENTUCKY	0.04	0.33	10.37	0.57	88.69
LOUISIANA	0.41	0.35	45.88	0.75	52.62
MAINE	0.35	0.51	0.98	0.81	97.34
MARYLAND	0.32	2.36	32.95	3.26	61.11
MASSACHUSETTS	0.20	1.30	10.00	10.10	78.40
MICHIGAN	0.68	2.96	16.01	2.05	78.31
MINNESOTA	2.55	2.04	6.80	2.91	85.70
MISSISSIPPI	0.07	0.08	42.46	0.23	57.16
MISSOURI	0.18	0.46	14.01	1.29	84.06
MONTANA	13.86	0.83	0.83	1.01	83.47
NEBRASKA	2.13	0.96	7.00	6.40	83.51
NEVADA	3.00	2.61	11.61	18.38	64.40
NEW HAMPSHIRE	0.14	0.41	0.23	1.00	98.22
NEW JERSEY	0.09	3.19	15.48	12.48	68.76
NEW MEXICO	12.94	0.53	2.16	47.54	36.84
NEW YORK	0.89	2.93	18.49	17.83	59.87
NORTH CAROLINA	2.03	0.49	34.69	2.03	60.76
NORTH DAKOTA	8.44	1.09	1.00	1.50	87.97
OHIO	0.13	0.52	13.13	1.41	84.81
OKLAHOMA	15.85	0.71	9.53	3.46	70.46
OREGON	1.75	1.65	2.16	9.29	85.17
PENNSYLVANIA	0.16	0.88	13.89	3.89	81.19
PUERTO RICO	0.09	0.07	0.00	99.84	0.00
RHODE ISLAND	0.12	0.60	5.14	10.56	83.59
SOUTH CAROLINA	0.06	0.23	48.84	0.80	50.06
SOUTH DAKOTA	16.40	0.83	2.26	1.66	78.84
TENNESSEE	0.10	0.53	17.59	0.98	80.80
TEXAS	0.30	1.33	12.37	31.92	54.07
UTAH	1.26	1.14	0.96	6.46	88.18
VERMONT	0.33	0.65	0.98	0.16	97.88
VIRGINIA	0.32	1.65	23.85	5.05	69.13
WASHINGTON	3.46	3.79	5.83	12.09	74.84
WEST VIRGINIA	0.02	0.28	3.04	0.15	96.51
WISCONSIN	1.25	1.13	12.61	3.46	81.56
WYOMING	4.52	0.50	1.18	7.86	85.95
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	2.56	83.33	8.97	0.00	5.13
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	1.29	2.02	15.65	12.92	68.12
50 STATES, D.C. & P.R.	1.29	1.98	15.66	12.93	68.15

Percentages are based on the counts of children with disabilities ages 3-5 for whom race/ethnicity were provided.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA8

Number of Children Served Under IDEA, Part B by Disability and Age

During the 1998-99 School Year

DISABILITY	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD	9 YEARS OLD
SPECIFIC LEARNING DISABILITIES	.	.	.	38,252	90,766	168,803	241,006
SPEECH OR LANGUAGE IMPAIRMENTS	.	.	.	212,532	212,846	193,746	149,993
MENTAL RETARDATION	.	.	.	22,525	31,190	40,465	46,123
EMOTIONAL DISTURBANCE	.	.	.	9,177	16,496	24,465	31,184
MULTIPLE DISABILITIES	.	.	.	7,623	7,364	8,304	8,796
HEARING IMPAIRMENTS	.	.	.	4,407	5,157	5,744	5,966
ORTHOPEDIC IMPAIRMENTS	.	.	.	5,712	6,093	6,224	6,322
OTHER HEALTH IMPAIRMENTS	.	.	.	10,075	13,924	18,810	21,747
VISUAL IMPAIRMENTS	.	.	.	1,718	1,886	2,224	2,128
AUTISM	.	.	.	7,677	6,839	6,202	5,316
DEAF-BLINDNESS	.	.	.	97	101	127	118
TRAUMATIC BRAIN INJURY	.	.	.	444	612	812	953
DEVELOPMENTAL DELAY	.	.	.	6,355	3,361	1,842	352
ALL DISABILITIES	117,698	199,924	256,015	326,594	396,635	477,768	520,004

DISABILITY	10 YEARS OLD	11 YEARS OLD	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD	15 YEARS OLD	16 YEARS OLD
SPECIFIC LEARNING DISABILITIES	282,988	298,810	300,946	294,412	275,091	258,149	231,343
SPEECH OR LANGUAGE IMPAIRMENTS	108,009	69,970	43,042	29,325	19,298	13,536	10,231
MENTAL RETARDATION	49,184	51,009	52,674	53,296	52,362	51,981	49,458
EMOTIONAL DISTURBANCE	36,113	39,937	44,332	48,523	50,374	51,258	47,907
MULTIPLE DISABILITIES	8,844	8,673	7,872	7,779	7,389	7,328	7,268
HEARING IMPAIRMENTS	6,169	6,223	5,849	5,819	5,374	5,302	5,122
ORTHOPEDIC IMPAIRMENTS	5,982	5,711	5,557	5,382	5,090	4,718	4,417
OTHER HEALTH IMPAIRMENTS	23,054	22,685	21,093	19,972	18,148	16,683	14,872
VISUAL IMPAIRMENTS	2,103	2,076	2,100	1,975	2,041	2,052	2,036
AUTISM	4,654	4,109	3,406	3,078	2,563	2,460	2,099
DEAF-BLINDNESS	99	104	110	120	122	122	137
TRAUMATIC BRAIN INJURY	1,016	1,052	1,029	1,112	1,040	1,099	1,135
DEVELOPMENTAL DELAY	.	.	.	.	.	.	.
ALL DISABILITIES	528,215	510,359	488,010	470,794	438,892	414,488	376,025

DISABILITY	17 YEARS OLD	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD	21 YEARS OLD	22 YEARS OLD
SPECIFIC LEARNING DISABILITIES	191,926	112,589	24,738	5,632	1,697	135
SPEECH OR LANGUAGE IMPAIRMENTS	7,228	3,587	828	275	101	22
MENTAL RETARDATION	43,549	33,690	17,210	10,793	5,567	1,979
EMOTIONAL DISTURBANCE	37,158	18,241	5,296	2,074	727	119
MULTIPLE DISABILITIES	6,476	5,290	4,023	3,029	1,705	454
HEARING IMPAIRMENTS	4,777	3,195	1,159	451	179	25
ORTHOPEDIC IMPAIRMENTS	3,723	2,429	1,104	647	384	120
OTHER HEALTH IMPAIRMENTS	11,825	5,688	1,535	526	194	12
VISUAL IMPAIRMENTS	1,787	1,124	510	258	114	23
AUTISM	1,755	1,373	966	730	349	224
DEAF-BLINDNESS	107	102	61	45	37	3
TRAUMATIC BRAIN INJURY	1,135	822	368	210	94	3
DEVELOPMENTAL DELAY	.	.	.	.	.	.
ALL DISABILITIES	311,446	188,120	57,798	24,670	11,148	3,119

Please see data notes for an explanation of individual State differences.

Developmental Delay is applicable only to children 3 through 9.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA9

Number of Children Served Under IDEA, Part B by Age

During the 1998-99 School Year

All Disabilities

STATE	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD
ALABAMA	1,148	2,295	4,056	5,424	6,196	7,755
ALASKA	345	618	791	932	1,186	1,546
ARIZONA	1,773	3,306	3,797	4,636	5,553	7,077
ARKANSAS	2,120	3,594	2,963	3,215	3,428	3,974
CALIFORNIA	11,996	20,953	23,888	30,841	40,035	50,685
COLORADO	1,579	2,936	3,299	3,658	4,592	5,625
CONNECTICUT	1,706	2,709	3,028	3,405	4,433	5,553
DELAWARE	352	552	760	967	1,273	1,437
DISTRICT OF COLUMBIA	70	168	171	225	401	590
FLORIDA	5,511	8,660	14,062	19,208	24,030	29,124
GEORGIA	2,474	5,010	7,650	10,182	12,247	13,605
HAWAII	357	543	746	1,090	1,277	1,595
IDAHO	736	1,267	1,463	1,591	1,978	2,330
ILLINOIS	5,006	9,346	13,172	16,683	20,694	23,412
INDIANA	2,797	4,462	6,519	8,770	11,386	13,423
IOWA	1,041	1,911	2,626	3,337	4,125	5,175
KANSAS	1,574	2,471	2,888	3,230	3,490	4,563
KENTUCKY	3,065	5,688	6,408	6,217	6,350	6,426
LOUISIANA	1,592	3,211	4,692	5,502	6,308	6,782
MAINE	823	1,503	1,364	1,680	2,184	2,476
MARYLAND	2,020	3,294	4,400	5,899	7,077	8,494
MASSACHUSETTS	3,779	5,939	5,664	8,018	10,193	12,489
MICHIGAN	3,983	6,213	8,787	10,916	13,152	16,551
MINNESOTA	2,537	4,050	4,740	5,154	6,114	7,728
MISSISSIPPI	663	1,651	3,732	4,974	5,038	4,641
MISSOURI	1,922	3,468	4,308	5,736	8,074	10,648
MONTANA	310	557	821	961	1,214	1,563
NEBRASKA	855	1,250	1,551	1,914	2,653	3,538
NEVADA	685	1,375	1,471	1,681	2,086	2,748
NEW HAMPSHIRE	501	791	898	1,103	1,433	1,837
NEW JERSEY	3,006	4,407	8,585	14,048	17,101	18,552
NEW MEXICO	1,171	1,976	1,986	2,278	2,970	3,636
NEW YORK	14,294	20,196	16,126	21,626	21,703	28,086
NORTH CAROLINA	3,141	5,429	8,310	10,669	12,620	13,950
NORTH DAKOTA	212	396	589	741	914	1,005
OHIO	3,429	5,979	9,164	11,333	14,680	17,914
OKLAHOMA	1,115	1,967	2,723	3,931	5,004	6,297
OREGON	1,505	2,267	2,356	2,994	4,304	5,874
PENNSYLVANIA	4,476	7,518	7,658	9,795	13,207	17,248
PUERTO RICO	1,086	2,153	2,320	2,795	3,417	4,195
RHODE ISLAND	476	877	1,157	1,593	1,922	2,293
SOUTH CAROLINA	1,373	3,370	6,194	7,259	8,333	8,771
SOUTH DAKOTA	414	738	1,012	1,084	1,187	1,437
TENNESSEE	1,591	3,067	5,633	7,744	8,967	10,008
TEXAS	6,113	11,363	17,370	22,612	27,556	34,286
UTAH	1,408	2,040	2,262	2,868	4,009	4,897
VERMONT	272	401	553	535	603	852
VIRGINIA	2,701	4,631	6,381	8,738	10,213	11,868
WASHINGTON	2,365	4,082	5,352	5,979	7,403	9,501
WEST VIRGINIA	903	1,640	2,758	3,228	3,759	4,038
WISCONSIN	2,918	4,802	6,088	6,756	7,489	8,439
WYOMING	388	673	555	605	845	990
AMERICAN SAMOA	13	24	21	12	28	29
GUAM	58	45	53	80	95	99
NORTHERN MARIANAS	6	19	26	22	17	24
PALAU	3	1	1	6	3	2
VIRGIN ISLANDS	41	72	67	114	86	87
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	117,698	199,924	256,015	326,594	396,635	477,768
50 STATES, D.C. & P.R.	117,577	199,763	255,847	326,360	396,406	477,527

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA9

Number of Children Served Under IDEA, Part B by Age

During the 1998-99 School Year

All Disabilities

STATE	9 YEARS OLD	10 YEARS OLD	11 YEARS OLD	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD
ALABAMA	8,179	8,606	8,224	8,064	7,756	7,477
ALASKA	1,661	1,574	1,442	1,391	1,359	1,266
ARIZONA	7,991	8,264	8,141	7,496	7,018	6,185
ARKANSAS	4,141	4,355	4,345	4,337	4,383	4,284
CALIFORNIA	55,177	57,126	55,083	52,097	49,063	43,984
COLORADO	6,178	6,377	6,333	6,241	5,883	5,603
CONNECTICUT	6,258	6,686	6,546	6,336	6,271	5,724
DELAWARE	1,493	1,384	1,330	1,224	1,154	1,087
DISTRICT OF COLUMBIA	733	751	740	732	692	665
FLORIDA	31,233	32,154	29,956	28,277	26,953	24,469
GEORGIA	14,471	14,438	13,506	12,731	12,016	10,516
HAWAII	1,766	1,820	1,651	1,710	1,629	1,561
IDAHO	2,435	2,323	2,192	2,165	2,027	1,888
ILLINOIS	24,245	23,650	22,508	22,094	21,293	18,933
INDIANA	13,225	12,506	11,449	10,474	10,360	9,827
IOWA	5,805	5,901	5,845	5,847	5,828	5,612
KANSAS	4,923	4,892	4,605	4,466	4,359	4,133
KENTUCKY	6,707	6,849	6,743	6,367	5,821	5,239
LOUISIANA	7,119	7,190	7,298	7,316	7,440	7,380
MAINE	2,779	2,847	2,821	2,827	2,755	2,452
MARYLAND	9,937	10,215	9,947	9,363	9,207	8,138
MASSACHUSETTS	13,962	14,082	14,009	13,532	13,303	12,499
MICHIGAN	18,242	17,901	17,625	16,635	16,349	15,329
MINNESOTA	8,875	9,181	8,597	8,662	8,428	7,834
MISSISSIPPI	4,446	4,402	4,254	4,332	4,552	4,414
MISSOURI	11,961	11,978	11,447	11,054	11,011	10,003
MONTANA	1,555	1,512	1,518	1,433	1,517	1,424
NEBRASKA	4,003	3,814	3,692	3,505	3,391	3,127
NEVADA	3,120	3,182	2,768	2,705	2,556	2,315
NEW HAMPSHIRE	2,231	2,405	2,402	2,444	2,323	2,119
NEW JERSEY	17,880	17,122	16,286	15,285	14,884	14,129
NEW MEXICO	4,050	4,353	4,468	4,474	4,447	4,145
NEW YORK	34,366	34,742	35,908	32,681	31,762	31,751
NORTH CAROLINA	15,203	15,499	14,186	13,468	12,395	11,411
NORTH DAKOTA	1,076	1,051	1,053	1,047	1,056	907
OHIO	19,317	19,692	18,647	18,139	17,439	16,704
OKLAHOMA	7,129	7,200	6,748	6,579	6,296	5,948
OREGON	6,903	6,922	6,376	5,907	5,587	4,932
PENNSYLVANIA	19,348	19,600	18,385	17,792	17,118	16,526
PUERTO RICO	4,300	4,470	4,427	4,345	4,068	3,896
RHODE ISLAND	2,385	2,459	2,352	2,143	2,091	1,826
SOUTH CAROLINA	9,060	8,856	7,937	7,228	6,827	6,101
SOUTH DAKOTA	1,439	1,270	1,129	1,045	993	960
TENNESSEE	10,301	10,419	10,099	9,822	9,835	9,100
TEXAS	39,291	42,831	43,480	41,964	39,829	37,310
UTAH	4,808	4,674	4,371	4,048	3,848	3,777
VERMONT	939	999	1,093	1,133	1,063	1,056
VIRGINIA	12,613	13,004	12,764	12,276	12,152	11,479
WASHINGTON	10,524	10,289	9,580	8,917	8,583	7,921
WEST VIRGINIA	4,106	3,893	3,751	3,630	3,551	3,323
WISCONSIN	8,770	8,937	8,878	8,723	8,816	7,837
WYOMING	987	1,125	992	998	1,028	971
AMERICAN SAMOA	63	54	82	55	59	42
GUAM	175	202	177	196	181	144
NORTHERN MARIANAS	22	58	34	62	42	30
PALAU	4	11	8	18	25	15
VIRGIN ISLANDS	94	118	131	178	122	164
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	520,004	528,215	510,359	488,010	470,794	438,892
50 STATES, D.C. & P.R.	519,646	527,772	509,927	487,501	470,365	438,497

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AA12

Percentage (Based on Estimated Resident Population) of Children Served Under IDEA, Part B by Age Group, During the 1998-99 School Year

All Disabilities

STATE	AGE GROUP 3-5	6-17	18-21	3-17	3-21
ALABAMA	4.20	11.90	2.15	10.38	8.55
ALASKA	5.72	11.51	1.69	10.42	8.61
ARIZONA	4.04	9.25	1.39	8.15	6.76
ARKANSAS	8.29	10.76	1.77	10.29	8.45
CALIFORNIA	3.55	9.34	1.33	8.09	6.73
COLORADO	4.63	9.09	1.43	8.23	6.82
CONNECTICUT	5.71	12.29	2.29	11.00	9.37
DELAWARE	5.59	11.64	1.56	10.43	8.56
DISTRICT OF COLUMBIA	2.15	10.82	2.48	8.88	7.46
FLORIDA	4.77	12.72	1.97	11.14	9.37
GEORGIA	4.45	10.14	1.07	8.99	7.33
HAWAII	3.12	9.28	0.95	7.98	6.41
IDAHO	6.20	9.62	1.10	8.97	7.19
ILLINOIS	5.01	11.59	1.68	10.24	8.52
INDIANA	5.53	12.35	1.86	11.01	9.06
IOWA	4.99	12.31	2.08	10.98	9.03
KANSAS	6.31	10.23	1.56	9.50	7.80
KENTUCKY	9.42	10.35	1.41	10.17	8.21
LOUISIANA	5.02	9.89	1.78	8.97	7.35
MAINE	8.77	13.84	2.36	12.99	10.76
MARYLAND	4.57	11.23	1.61	9.92	8.33
MASSACHUSETTS	6.35	14.76	2.90	13.10	11.11
MICHIGAN	4.67	10.18	1.89	9.15	7.66
MINNESOTA	5.83	10.33	1.62	9.51	7.92
MISSISSIPPI	4.91	10.29	1.60	9.25	7.55
MISSOURI	4.34	11.98	1.94	10.55	8.77
MONTANA	5.12	10.16	1.51	9.30	7.56
NEBRASKA	5.29	12.11	2.40	10.86	9.05
NEVADA	4.29	9.48	1.17	8.37	7.05
NEW HAMPSHIRE	4.78	11.38	2.48	10.20	8.77
NEW JERSEY	4.69	13.88	2.48	12.00	10.16
NEW MEXICO	6.22	13.05	2.12	11.72	9.79
NEW YORK	6.49	11.98	2.52	10.84	9.17
NORTH CAROLINA	5.25	11.17	1.26	9.98	8.20
NORTH DAKOTA	4.94	9.89	1.60	9.03	7.30
OHIO	4.08	10.16	2.14	9.01	7.58
OKLAHOMA	4.25	11.66	1.95	10.30	8.49
OREGON	4.66	10.81	1.53	9.65	7.95
PENNSYLVANIA	4.32	9.80	2.00	8.78	7.41
PUERTO RICO	2.90	6.00	1.19	5.37	4.44
RHODE ISLAND	6.45	14.87	2.54	13.24	11.11
SOUTH CAROLINA	7.09	12.95	1.50	11.83	9.55
SOUTH DAKOTA	7.06	9.16	1.41	8.78	7.15
TENNESSEE	4.67	12.41	2.27	10.88	9.02
TEXAS	3.61	11.55	2.09	9.91	8.28
UTAH	4.90	10.24	1.38	9.16	7.32
VERMONT	5.88	10.68	2.02	9.86	8.23
VIRGINIA	5.02	12.06	1.74	10.66	8.71
WASHINGTON	4.95	9.70	1.50	8.79	7.28
WEST VIRGINIA	8.33	14.87	2.26	13.67	10.92
WISCONSIN	6.60	10.25	1.82	9.59	7.96
WYOMING	8.58	11.91	2.21	11.34	9.24
AMERICAN SAMOA	1.03	2.94	0.36	2.47	2.13
GUAM	1.29	5.22	1.99	4.18	3.84
NORTHERN MARIANAS	1.35	3.48	1.13	2.93	2.53
PALAU	0.46	2.83	0.46	2.28	1.94
VIRGIN ISLANDS	2.65	5.97	1.45	5.26	4.48
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	4.84	11.00	1.81	9.78	8.13
50 STATES AND D.C.	4.88	11.09	1.82	9.86	8.20

Please see data notes for an explanation of individual State differences.
Resident population data are provided from Population Estimates Program, Population Division and Population Studies Branch, International Program Center, U.S. Census Bureau for July 1998.
Data based on the December 1, 1998 count, updated as of November 1, 1999.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

Percentage (Based on Estimated Resident Population) of Children Ages 3-5 Served Under IDEA, Part B by Race/Ethnicity, During the 1998-99 School Year

STATE	AMERICAN INDIAN/ALASKAN	ASIAN/PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	3.91	1.40	5.04	0.96	3.88
ALASKA	7.25	4.34	8.88	3.32	5.27
ARIZONA	4.34	2.30	6.43	3.62	4.19
ARKANSAS	3.91	9.25	11.32	3.80	7.66
CALIFORNIA	7.41	1.86	5.77	3.20	4.03
COLORADO	7.56	3.03	6.15	3.98	4.78
CONNECTICUT	11.37	2.14	6.88	5.66	5.68
DELAWARE	2.94	1.37	6.57	4.80	5.46
DISTRICT OF COLUMBIA	0.00	0.00	2.54	0.78	1.20
FLORIDA	0.00	0.00	0.00	0.00	0.00
GEORGIA	4.83	1.66	4.63	2.59	4.59
HAWAII	4.56	3.39	4.75	0.92	3.35
IDAHO	5.25	1.86	15.68	5.63	6.32
ILLINOIS	3.25	1.54	3.97	2.22	6.26
INDIANA	6.00	1.87	4.63	2.56	5.82
IOWA	6.10	1.85	7.57	3.08	5.06
KANSAS	8.70	2.14	7.70	5.05	6.43
KENTUCKY	3.57	3.68	11.48	4.17	9.36
LOUISIANA	5.05	1.16	5.71	1.21	4.83
MAINE	5.58	4.06	14.59	5.67	8.84
MARYLAND	5.48	2.41	4.73	2.97	4.77
MASSACHUSETTS	7.95	1.54	7.67	5.70	6.65
MICHIGAN	5.61	7.37	4.17	2.14	4.86
MINNESOTA	8.92	2.63	9.14	4.89	5.81
MISSISSIPPI	0.76	0.47	4.58	1.02	5.40
MISSOURI	2.66	1.41	4.01	2.24	4.53
MONTANA	6.83	4.27	14.43	1.66	5.02
NEBRASKA	8.27	2.49	7.56	4.57	5.24
NEVADA	9.19	2.42	6.24	3.25	4.48
NEW HAMPSHIRE	3.49	1.41	2.13	1.94	4.92
NEW JERSEY	1.77	2.69	4.62	3.56	5.21
NEW MEXICO	6.59	2.69	9.47	5.83	6.64
NEW YORK	13.92	2.19	4.98	3.54	4.43
NORTH CAROLINA	6.53	1.41	6.95	2.95	4.78
NORTH DAKOTA	4.54	3.32	6.63	3.24	5.05
OHIO	2.99	1.38	3.43	2.21	4.32
OKLAHOMA	7.59	1.86	4.39	2.16	4.07
OREGON	6.71	1.91	5.22	3.90	4.85
PENNSYLVANIA	6.07	1.70	4.59	3.55	4.39
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	1.11	1.13	6.18	5.85	6.84
SOUTH CAROLINA	2.15	1.48	9.69	2.86	5.82
SOUTH DAKOTA	7.61	5.07	22.69	5.19	6.90
TENNESSEE	2.65	2.06	3.77	2.54	5.03
TEXAS	6.17	1.82	3.88	2.80	4.40
UTAH	11.28	1.91	7.65	3.47	5.03
VERMONT	12.50	2.99	13.04	0.84	5.93
VIRGINIA	10.97	2.01	5.27	4.59	5.14
WASHINGTON	9.39	2.70	8.04	5.40	4.84
WEST VIRGINIA	2.00	4.08	6.78	1.41	8.48
WISCONSIN	6.99	2.55	9.62	4.98	6.51
WYOMING	13.59	3.79	14.62	6.93	8.62
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES & D.C.	6.66	2.14	4.90	3.13	4.88

Please see data notes for an explanation of individual State differences.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Resident population data are provided from Population Estimates Program, Population Division U.S. Census Bureau for July 1998.
The percentage is based on the number of people within the specific race/ethnicity category in the resident population.
Data based on the December 1, 1998 count, updated as of November 1, 1999.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA18

Number of Children Served Under IDEA by Disability and Age Group, During the 1989-90 Through 1998-99 School Years

Age Groups 0-2, 3-5, 3-21

	1989-90	1990-91	1991-92	1992-93	1993-94
AGE GROUP 0-2	37,014	50,924	145,313	145,179	152,287
AGE GROUP 3-5	385,587	394,766	420,403	455,449	491,685
AGE GROUP 3-21	4,638,605	4,756,517	4,920,227	5,081,023	5,271,044

Age Group 6-11

DISABILITY	1989-90	1990-91	1991-92	1992-93	1993-94
SPECIFIC LEARNING DISABILITIES	881,858	922,444	960,876	997,580	1,009,541
SPEECH OR LANGUAGE IMPAIRMENTS	863,302	875,618	882,392	888,935	900,962
MENTAL RETARDATION	216,136	214,884	218,247	209,487	220,301
EMOTIONAL DISTURBANCE	137,405	140,172	141,708	137,269	140,603
MULTIPLE DISABILITIES	43,966	50,595	50,124	52,472	55,073
HEARING IMPAIRMENTS	28,397	29,013	29,780	29,363	31,178
ORTHOPEDIC IMPAIRMENTS	25,491	26,457	27,773	29,138	31,644
OTHER HEALTH IMPAIRMENTS	25,955	28,297	29,292	33,487	43,493
VISUAL IMPAIRMENTS	10,956	11,347	11,635	11,210	11,723
AUTISM	.	.	3,046	8,914	11,158
DEAF-BLINDNESS	684	651	608	554	564
TRAUMATIC BRAIN INJURY	.	.	79	1,507	2,111
DEVELOPMENTAL DELAY	.	.	.	.	.
ALL DISABILITIES	2,234,150	2,299,478	2,355,560	2,399,916	2,458,351

Age Group 12-17

DISABILITY	1989-90	1990-91	1991-92	1992-93	1993-94
SPECIFIC LEARNING DISABILITIES	1,073,453	1,115,445	1,176,035	1,252,188	1,296,829
SPEECH OR LANGUAGE IMPAIRMENTS	106,604	108,144	112,136	104,904	112,581
MENTAL RETARDATION	271,228	264,624	266,240	258,619	269,321
EMOTIONAL DISTURBANCE	222,543	229,093	236,431	242,319	251,524
MULTIPLE DISABILITIES	32,042	35,014	36,210	38,368	42,083
HEARING IMPAIRMENTS	24,829	25,622	26,335	26,966	29,037
ORTHOPEDIC IMPAIRMENTS	18,392	18,812	19,593	19,594	21,321
OTHER HEALTH IMPAIRMENTS	22,962	24,177	25,701	29,150	35,886
VISUAL IMPAIRMENTS	9,980	10,350	10,530	10,641	11,357
AUTISM	.	.	1,749	4,893	5,832
DEAF-BLINDNESS	624	587	594	599	585
TRAUMATIC BRAIN INJURY	.	.	127	1,844	2,559
ALL DISABILITIES	1,782,657	1,831,868	1,911,681	1,990,085	2,078,915

Age Group 18-21

DISABILITY	1989-90	1990-91	1991-92	1992-93	1993-94
SPECIFIC LEARNING DISABILITIES	106,765	106,128	110,093	116,719	121,295
SPEECH OR LANGUAGE IMPAIRMENTS	4,350	4,016	4,376	4,210	4,442
MENTAL RETARDATION	76,538	71,949	68,775	64,256	64,197
EMOTIONAL DISTURBANCE	21,691	21,499	22,072	22,064	22,824
MULTIPLE DISABILITIES	11,949	12,020	12,074	12,439	12,561
HEARING IMPAIRMENTS	4,680	4,576	4,612	4,287	4,450
ORTHOPEDIC IMPAIRMENTS	4,167	4,071	4,023	3,856	3,887
OTHER HEALTH IMPAIRMENTS	3,816	3,875	3,756	3,426	3,700
VISUAL IMPAIRMENTS	1,930	1,985	1,918	1,693	1,724
AUTISM	.	.	620	1,773	2,068
DEAF-BLINDNESS	325	286	225	241	220
TRAUMATIC BRAIN INJURY	.	.	39	609	725
ALL DISABILITIES	236,211	230,405	232,583	235,573	242,093

Data from 1989-90 through 1993-94 for all age groups include children with disabilities served under Chapter 1 of ESEA (SOP). Beginning in 1994-95, all services to children and youth with disabilities were provided only through IDEA, Parts B and C. Infants and toddlers were first served under Part C in 1987-88; however, the data collection was unreliable in the early years of the program. Consequently, counts of children served under Part C are included in the totals presented only for 1991-92 forward.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92. States had the option of reporting children ages 3-9 under developmental delay beginning in 1997-98.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AA18

Number of Children Served Under IDEA by Disability and Age Group, During the 1989-90 Through 1998-99 School Years

Age Groups 0-2, 3-5, 3-21

	1994-95	1995-96	1996-97	1997-98	1998-99
AGE GROUP 0-2	165,351	177,286	186,527	197,625	188,926
AGE GROUP 3-5	522,709	548,593	557,070	570,315	573,637
AGE GROUP 3-21	5,430,220	5,627,544	5,787,842	5,967,300	6,114,803

Age Group 6-11

DISABILITY	1994-95	1995-96	1996-97	1997-98	1998-99
SPECIFIC LEARNING DISABILITIES	1,041,816	1,073,215	1,093,857	1,114,458	1,120,625
SPEECH OR LANGUAGE IMPAIRMENTS	905,223	910,788	928,942	939,430	947,096
MENTAL RETARDATION	229,453	235,490	239,286	240,706	240,496
EMOTIONAL DISTURBANCE	144,595	147,368	150,401	154,034	157,372
MULTIPLE DISABILITIES	43,889	46,150	48,489	51,039	49,604
HEARING IMPAIRMENTS	31,464	32,501	32,904	33,237	33,666
ORTHOPEDIC IMPAIRMENTS	33,521	34,530	35,574	35,668	36,044
OTHER HEALTH IMPAIRMENTS	56,856	71,649	84,868	97,861	110,295
VISUAL IMPAIRMENTS	11,557	11,870	11,843	12,088	12,135
AUTISM	13,716	17,666	21,669	27,342	34,797
DEAF-BLINDNESS	524	547	508	562	646
TRAUMATIC BRAIN INJURY	2,871	3,929	4,106	4,528	4,889
DEVELOPMENTAL DELAY	.	.	.	3,792	11,910
ALL DISABILITIES	2,515,485	2,585,703	2,652,447	2,715,648	2,759,575

Age Group 12-17

DISABILITY	1994-95	1995-96	1996-97	1997-98	1998-99
SPECIFIC LEARNING DISABILITIES	1,347,294	1,398,602	1,447,496	1,500,946	1,551,867
SPEECH OR LANGUAGE IMPAIRMENTS	110,859	111,833	115,352	119,503	122,661
MENTAL RETARDATION	279,214	286,953	291,672	297,657	303,320
EMOTIONAL DISTURBANCE	260,891	267,786	271,230	275,106	279,552
MULTIPLE DISABILITIES	34,231	36,365	38,776	41,902	44,112
HEARING IMPAIRMENTS	29,545	30,983	31,235	31,703	32,243
ORTHOPEDIC IMPAIRMENTS	23,069	24,591	26,528	27,482	28,887
OTHER HEALTH IMPAIRMENTS	46,054	57,714	74,133	86,677	102,593
VISUAL IMPAIRMENTS	11,445	11,864	12,072	12,033	11,991
AUTISM	6,760	8,796	10,078	12,211	15,361
DEAF-BLINDNESS	600	619	559	679	718
TRAUMATIC BRAIN INJURY	3,486	4,558	5,182	6,045	6,550
ALL DISABILITIES	2,153,448	2,240,664	2,321,313	2,411,944	2,499,855

Age Group 18-21

DISABILITY	1994-95	1995-96	1996-97	1997-98	1998-99
SPECIFIC LEARNING DISABILITIES	121,114	130,087	133,054	139,080	144,656
SPEECH OR LANGUAGE IMPAIRMENTS	4,248	4,263	4,447	4,628	4,791
MENTAL RETARDATION	61,850	63,132	62,644	64,968	67,260
EMOTIONAL DISTURBANCE	22,563	24,011	24,648	25,301	26,338
MULTIPLE DISABILITIES	11,500	12,020	12,175	13,412	14,047
HEARING IMPAIRMENTS	4,195	4,555	4,590	4,700	4,974
ORTHOPEDIC IMPAIRMENTS	3,877	4,035	4,240	4,267	4,564
OTHER HEALTH IMPAIRMENTS	4,223	4,798	5,361	6,603	7,943
VISUAL IMPAIRMENTS	1,711	1,756	1,847	1,910	2,006
AUTISM	2,188	2,614	2,628	2,964	3,418
DEAF-BLINDNESS	207	221	193	219	245
TRAUMATIC BRAIN INJURY	902	1,092	1,185	1,341	1,494
ALL DISABILITIES	238,578	252,584	257,012	269,391	281,736

Data from 1989-90 through 1993-94 for all age groups include children with disabilities served under Chapter 1 of ESEA (SOP). Beginning in 1994-95, all services to children and youth with disabilities were provided only through IDEA, Parts B and C. Infants and toddlers were first served under Part C in 1987-88; however, the data collection was unreliable in the early years of the program. Consequently, counts of children served under Part C are included in the totals presented only for 1991-92 forward.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92. States had the option of reporting children ages 3-9 under developmental delay beginning in 1997-98.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA18

Number of Children Served Under IDEA by Disability and Age Group, During the 1989-90 Through 1998-99 School Years

Age Group 6-21

DISABILITY	1989-90	1990-91	1991-92	1992-93	1993-94
SPECIFIC LEARNING DISABILITIES	2,062,076	2,144,017	2,247,004	2,366,487	2,427,665
SPEECH OR LANGUAGE IMPAIRMENTS	974,256	987,778	998,904	998,049	1,017,985
MENTAL RETARDATION	563,902	551,457	553,262	532,362	553,819
EMOTIONAL DISTURBANCE	381,639	390,764	400,211	401,652	414,951
MULTIPLE DISABILITIES	87,957	97,629	98,408	103,279	109,717
HEARING IMPAIRMENTS	57,906	59,211	60,727	60,616	64,665
ORTHOPEDIC IMPAIRMENTS	48,050	49,340	51,389	52,588	56,852
OTHER HEALTH IMPAIRMENTS	52,733	56,349	58,749	66,063	83,079
VISUAL IMPAIRMENTS	22,866	23,682	24,083	23,544	24,804
AUTISM	.	.	5,415	15,580	19,058
DEAF-BLINDNESS	1,633	1,526	1,427	1,394	1,369
TRAUMATIC BRAIN INJURY	.	.	245	3,960	5,395
DEVELOPMENTAL DELAY	.	.	.	.	.
ALL DISABILITIES	4,253,018	4,361,751	4,499,824	4,625,574	4,779,359

Age Group 6-21

DISABILITY	1994-95	1995-96	1996-97	1997-98	1998-99
SPECIFIC LEARNING DISABILITIES	2,510,224	2,601,904	2,674,407	2,754,484	2,817,148
SPEECH OR LANGUAGE IMPAIRMENTS	1,020,330	1,026,884	1,048,741	1,063,561	1,074,548
MENTAL RETARDATION	570,517	585,575	593,602	603,331	611,076
EMOTIONAL DISTURBANCE	428,049	439,165	446,279	454,441	463,262
MULTIPLE DISABILITIES	89,620	94,535	99,440	107,253	107,763
HEARING IMPAIRMENTS	65,204	68,039	68,729	69,643	70,883
ORTHOPEDIC IMPAIRMENTS	60,467	63,156	66,342	67,417	69,495
OTHER HEALTH IMPAIRMENTS	107,133	134,161	161,362	191,141	220,831
VISUAL IMPAIRMENTS	24,713	25,490	25,762	26,031	26,132
AUTISM	22,664	29,076	34,375	42,517	53,576
DEAF-BLINDNESS	1,331	1,387	1,260	1,460	1,609
TRAUMATIC BRAIN INJURY	7,259	9,579	10,473	11,914	12,933
DEVELOPMENTAL DELAY	.	.	.	3,792	11,910
ALL DISABILITIES	4,907,511	5,078,951	5,230,772	5,396,985	5,541,166

Data from 1989-90 through 1993-94 for all age groups include children with disabilities served under Chapter 1 of ESEA (SOP). Beginning in 1994-95, all services to children and youth with disabilities were provided only through IDEA, Parts B and C. Infants and toddlers were first served under Part C in 1987-88; however, the data collection was unreliable in the early years of the program. Consequently, counts of children served under Part C are included in the totals presented only for 1991-92 forward.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92. States had the option of reporting children ages 3-9 under developmental delay beginning in 1997-98.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB3

Number of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

ALL DISABILITIES

STATE	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	< 21%	21-60%	> 60%					
ALABAMA	6,524	829	431	84	52	30	0	157
ALASKA	296	154	128	0	0	0	0	0
ARIZONA	3,517	2,499	2,303	27	79	121	1	30
ARKANSAS	3,599	1,463	1,568	29	1,368	0	7	334
CALIFORNIA	30,610	3,008	21,596	1,621	370	60	21	225
COLORADO	4,616	988	1,624	198	0	6	2	57
CONNECTICUT	3,273	486	3,193	105	241	0	0	24
DELAWARE	586	405	318	83	0	0	1	2
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	19,876	474	5,110	120	344	34	158	467
GEORGIA	7,034	3,667	3,027	291	112	12	6	125
HAWAII	.	.	.	.	.	.	.	.
IDAHO	1,646	585	179	844	106	9	1	6
ILLINOIS	13,095	995	10,298	1,801	144	86	0	41
INDIANA	5,481	820	6,540	246	0	2	0	145
IOWA	3,093	608	1,805	177	0	9	0	215
KANSAS	3,431	1,214	1,955	19	1	0	0	9
KENTUCKY	13,427	812	281	224	165	5	8	77
LOUISIANA	4,748	456	4,256	26	1	31	0	36
MAINE	1,849	110	196	194	758	0	0	569
MARYLAND	4,983	1,711	2,064	535	138	[illegible]	3	144
MASSACHUSETTS	13,602	239	1,132	31	74	.	1	37
MICHIGAN	6,566	441	4,287	3,236	.	4	0	4,343
MINNESOTA	4,565	1,337	4,290	12	1	19	3	884
MISSISSIPPI	3,219	871	1,411	291	101	13	0	119
MISSOURI	4,459	1,174	3,329	605	16	2	6	6
MONTANA	1,031	331	303	17	26	4	0	0
NEBRASKA	879	132	2,578	277	29	2	0	323
NEVADA	972	28	2,136	191	5	0	0	12
NEW HAMPSHIRE	1,249	186	648	80	20	0	0	67
NEW JERSEY	6,673	2,078	6,110	1,038	878	75	0	54
NEW MEXICO	1,644	203	2,911	140	5	2	0	38
NEW YORK	8,374	836	6,482	746	575	10	64	71
NORTH CAROLINA	12,109	661	3,016	562	327	73	13	205
NORTH DAKOTA	591	52	315	147	7	3	3	46
OHIO	5,265	1,241	7,878	3,773	0	5	0	0
OKLAHOMA	2,969	614	1,797	185	17	5	10	48
OREGON	3,265	233	1,598	312	344	1	5	171
PENNSYLVANIA	8,664	1,894	8,868	61	380	11	11	1,267
PUERTO RICO	2,622	1,075	875	162	213	0	1	0
RHODE ISLAND	1,049	409	902	23	171	[illegible]	2	3
SOUTH CAROLINA	7,814	763	2,013	121	67	3	0	150
SOUTH DAKOTA	351	574	1,233	3	2	0	5	0
TENNESSEE	7,109	1,188	1,771	86	50	3	0	31
TEXAS	17,323	1,732	11,713	260	5	3	0	209
UTAH	2,298	1,686	1,033	173	69	68	0	0
VERMONT	827	9	182	50	46	0	0	127
VIRGINIA	6,428	0	5,310	274	50	10	0	943
WASHINGTON	4,328	1,629	5,260	490	134	29	0	130
WEST VIRGINIA	3,001	432	1,516	26	0	5	0	194
WISCONSIN	5,488	1,211	6,695	261	4	8	0	40
WYOMING	258	32	6	0	0	2	1	0
AMERICAN SAMOA	73	3	3	.	.	.	.	0
GUAM	89	27	39	0	0	[illegible]	0	12
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	1	0	0	0	0	0	0	3
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	276,839	44,605	164,512	20,257	7,495	833	333	12,196
50 STATES, D.C. & P.R.	276,676	44,575	164,470	20,257	7,495	833	333	12,181

Please see data notes for an explanation of individual State differences.
A crosswalk was used to report placement data for 3-5 year olds in the OSEP placement categories. See the data notes for how preschool placements were recorded and for more detail on States that used these categories.
FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1997 count, updated as of November 1, 1999.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB3

Percentage of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

ALL DISABILITIES

STATE	PERCENTAGE: OUTSIDE REGULAR CLASS: < 21%	OUTSIDE REGULAR CLASS: 21-60%	OUTSIDE REGULAR CLASS: > 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	80.47	10.23	5.32	1.04	0.64	0.37	0.00	1.94
ALASKA	51.21	26.64	22.15	0.00	0.00	0.00	0.00	0.00
ARIZONA	41.01	29.14	26.85	0.31	0.92	1.41	0.01	0.35
ARKANSAS	43.01	17.48	18.74	0.35	16.35	0.00	0.08	3.99
CALIFORNIA	53.22	5.23	37.55	2.82	0.64	0.10	0.04	0.39
COLORADO	61.62	13.19	21.68	2.64	0.00	0.08	0.03	0.76
CONNECTICUT	44.70	6.64	43.61	1.43	3.29	0.00	0.00	0.33
DELAWARE	42.01	29.03	22.80	5.95	0.00	0.00	0.07	0.14
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	74.77	1.78	19.22	0.45	1.29	0.13	0.59	1.76
GEORGIA	49.28	25.69	21.21	2.04	0.78	0.08	0.04	0.88
HAWAII	.	.	.	.	.	.	.	.
IDAHO	48.76	17.33	5.30	25.00	3.14	0.27	0.03	0.18
ILLINOIS	49.49	3.76	38.92	6.81	0.54	0.33	0.00	0.15
INDIANA	41.42	6.20	49.42	1.86	0.00	0.02	0.00	1.10
IOWA	52.36	10.29	30.56	3.00	0.00	0.15	0.00	3.64
KANSAS	51.76	18.31	29.49	0.29	0.02	0.00	0.00	0.14
KENTUCKY	89.52	5.41	1.87	1.49	1.10	0.03	0.05	0.51
LOUISIANA	49.70	4.77	44.55	0.27	0.01	0.32	0.00	0.38
MAINE	50.30	2.99	5.33	5.28	20.62	0.00	0.00	15.48
MARYLAND	51.66	17.74	21.40	5.55	1.43	0.70	0.03	1.49
MASSACHUSETTS	89.98	1.58	7.49	0.21	0.49	.	0.01	0.24
MICHIGAN	34.78	2.34	22.71	17.14	.	0.02	0.00	23.01
MINNESOTA	41.09	12.03	38.61	0.11	0.01	0.17	0.03	7.96
MISSISSIPPI	53.43	14.46	23.42	4.83	1.68	0.22	0.00	1.98
MISSOURI	46.46	12.23	34.69	6.30	0.17	0.02	0.06	0.06
MONTANA	60.22	19.33	17.70	0.99	1.52	0.23	0.00	0.00
NEBRASKA	20.83	3.13	61.09	6.56	0.69	0.05	0.00	7.65
NEVADA	29.07	0.84	63.88	5.71	0.15	0.00	0.00	0.36
NEW HAMPSHIRE	55.51	8.27	28.80	3.56	0.89	0.00	0.00	2.98
NEW JERSEY	39.47	12.29	36.14	6.14	5.19	0.44	0.00	0.32
NEW MEXICO	33.26	4.11	58.89	2.83	0.10	0.04	0.00	0.77
NEW YORK	48.81	4.87	37.78	4.35	3.35	0.06	0.37	0.41
NORTH CAROLINA	71.37	3.90	17.78	3.31	1.93	0.43	0.08	1.21
NORTH DAKOTA	50.77	4.47	27.06	12.63	0.60	0.26	0.26	3.95
OHIO	28.99	6.83	43.38	20.77	0.00	0.03	0.00	0.00
OKLAHOMA	52.60	10.88	31.83	3.28	0.30	0.09	0.18	0.85
OREGON	55.07	3.93	26.95	5.26	5.80	0.02	0.08	2.88
PENNSYLVANIA	40.95	8.95	41.92	0.29	1.80	0.05	0.05	5.99
PUERTO RICO	52.99	21.73	17.68	3.27	4.30	0.00	0.02	0.00
RHODE ISLAND	40.99	15.98	35.25	0.90	6.68	0.00	0.08	0.12
SOUTH CAROLINA	71.48	6.98	18.42	1.11	0.61	0.03	0.00	1.37
SOUTH DAKOTA	16.19	26.48	56.87	0.14	0.09	0.00	0.23	0.00
TENNESSEE	69.44	11.60	17.30	0.84	0.49	0.03	0.00	0.30
TEXAS	55.44	5.54	37.49	0.83	0.02	0.01	0.00	0.67
UTAH	43.14	31.65	19.39	3.25	1.30	1.28	0.00	0.00
VERMONT	66.64	0.73	14.67	4.03	3.71	0.00	0.00	10.23
VIRGINIA	49.39	0.00	40.80	2.11	0.38	0.08	0.00	7.25
WASHINGTON	36.07	13.58	43.83	4.08	1.12	0.24	0.00	1.08
WEST VIRGINIA	58.00	8.35	29.30	0.50	0.00	0.10	0.00	3.75
WISCONSIN	40.04	8.83	48.84	1.90	0.03	0.06	0.00	0.29
WYOMING	86.29	10.70	2.01	0.00	0.00	0.67	0.33	0.00
AMERICAN SAMOA	92.41	3.80	3.80	.	.	.	.	0.00
GUAM	53.29	16.17	23.35	0.00	0.00	0.00	0.00	7.19
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	25.00	0.00	0.00	0.00	0.00	0.00	0.00	75.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	52.52	8.46	31.21	3.84	1.42	0.16	0.06	2.31
50 STATES, D.C. & P.R.	52.52	8.46	31.22	3.85	1.42	0.16	0.06	2.31

Please see data notes for an explanation of individual State differences.
A crosswalk was used to report placement data for 3-5 year olds in the OSEP placement categories. See the data notes for how preschool placements were recorded and for more detail on States that used these categories.
FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1997 count, updated as of November 1, 1999.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB7

Number of Children Served in Different Educational Environments Under IDEA, Part B by Age Group During 1988-89 Through 1997-98 School Years

Age Group 3-5

	< 21%	21-60%	> 60%	Public Separate Facility	Private Separate Facility	Public Resid Facility	Private Resid Facility	Home Hosp Envir	Total
1988-89	140,364	53,706	87,595	26,106	16,698	1,080	338	6,573	332,460
1989-90	159,554	42,630	98,879	25,954	20,198	1,059	443	7,635	356,352
1990-91	163,723	47,946	99,233	30,020	18,897	969	348	7,252	368,388
1991-92	173,364	41,436	108,507	17,984	26,251	931	250	4,394	373,117
1992-93	220,018	56,599	141,566	22,199	13,222	1,541	313	7,270	462,728
1993-94	237,470	44,175	151,088	22,453	20,529	983	555	9,045	486,298
1994-95	243,226	44,657	152,000	19,539	7,070	633	245	12,474	479,844
1995-96	268,130	48,307	162,814	23,551	6,633	729	199	11,803	522,166
1996-97	262,967	46,343	166,911	20,647	8,464	700	173	10,207	516,412
1997-98	276,839	44,605	164,512	20,257	7,495	833	333	12,196	527,070

Age Group 6-11

	< 21%	21-60%	> 60%	Public Separate Facility	Private Sepsrate Facility	Public Resid Facility	Private Resid Facility	Home Hosp Envir	Total
1988-89	898,693	762,537	449,059	45,567	22,026	5,582	2,601	7,348	2,193,413
1989-90	937,329	748,115	463,525	45,186	24,156	6,144	2,626	6,303	2,233,384
1990-91	992,884	727,000	497,003	42,739	24,773	5,402	2,545	7,370	2,299,716
1991-92	1,075,455	726,035	463,267	37,018	27,467	5,872	2,098	5,141	2,342,353
1992-93	1,164,427	617,476	477,765	37,856	25,419	7,159	2,269	7,194	2,339,565
1993-94	1,313,089	608,776	472,899	33,112	14,456	4,416	2,295	6,429	2,455,472
1994-95	1,364,545	610,920	475,664	31,959	15,000	4,057	2,161	6,226	2,510,532
1995-96	1,424,309	624,095	476,965	34,413	15,539	4,113	2,321	6,308	2,588,063
1996-97	1,475,558	635,773	478,178	32,696	15,977	3,793	2,287	6,151	2,650,413
1997-98	1,521,013	660,323	467,839	29,904	16,614	4,055	2,617	6,974	2,709,339

Age Group 12-17

	< 21%	21-60%	> 60%	Public Separate Facility	Private Separate Facility	Public Resid Facility	Private Resid Facility	Home Hosp Envir	Total
1988-89	335,057	779,691	487,524	63,144	26,071	12,918	7,210	22,532	1,734,147
1989-90	360,143	769,427	517,752	64,885	26,183	15,695	7,355	15,950	1,777,390
1990-91	400,416	783,562	526,763	59,118	27,034	14,701	7,259	14,038	1,832,891
1991-92	445,691	821,318	517,011	54,895	29,264	16,786	7,317	13,815	1,906,097
1992-93	609,919	759,618	530,137	54,342	25,825	15,179	7,655	14,517	2,017,192
1993-94	687,004	725,572	534,931	51,246	25,446	13,663	8,030	17,304	2,063,196
1994-95	745,534	731,410	548,839	50,958	27,919	14,249	8,219	18,621	2,145,749
1995-96	793,334	755,901	541,261	54,924	28,719	13,219	8,687	18,379	2,214,424
1996-97	839,216	782,239	562,917	55,888	29,759	13,391	9,455	18,708	2,311,573
1997-98	893,375	827,800	551,955	52,423	32,309	13,903	11,293	18,396	2,401,454

Beginning in 1989-90, States were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they received services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1997 count, updated as of November 1, 1999.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AC1

Total Number of Teachers Employed, Vacant Funded Positions, and Number of Teachers Retained (in Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-5 During the 1997-98 School Year

STATE	EMPLOYED: FULLY CERTIFIED	EMPLOYED: NOT FULLY CERTIFIED	VACANT POSITIONS	TOTAL POSITIONS (EMPLOYED + VACANT)	RETAINED TEACHERS: FULLY CERTIFIED	RETAINED TEACHERS: NOT FULLY CERTIFIED
ALABAMA	727	28	17	772	662	23
ALASKA	.	.	.	.	.	.
ARIZONA	240	80	9	328	237	71
ARKANSAS	333	125	17	474	125	89
CALIFORNIA	1,812	186	9	2,007	1,678	171
COLORADO	144	44	5	193	121	20
CONNECTICUT	.	.	.	.	.	.
DELAWARE	100	6	0	106	95	3
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	1,499	73	26	1,598	1,404	52
GEORGIA	520	9	5	534	438	5
HAWAII	128	12	0	140	.	.
IDAHO	134	4	10	148	122	4
ILLINOIS	981	43	11	1,034	816	38
INDIANA	535	20	0	555	477	14
IOWA	348	22	2	372	305	19
KANSAS	375	.	6	381	338	.
KENTUCKY	200	25	4	229	177	21
LOUISIANA	537	271	1	809	498	198
MAINE	206	0	0	206	206	0
MARYLAND	336	21	6	362	312	17
MASSACHUSETTS	579	.	5	584	553	.
MICHIGAN	588	53	3	644	382	18
MINNESOTA	701	41	2	744	670	35
MISSISSIPPI	301	11	5	318	281	7
MISSOURI	483	146	0	629	401	0
MONTANA	83	3	1	87	76	2
NEBRASKA	84	2	2	87	80	2
NEVADA	196	16	1	212	175	13
NEW HAMPSHIRE	97	11	0	108	90	7
NEW JERSEY	923	0	4	927	825	0
NEW MEXICO	193	29	0	223	191	24
NEW YORK	1,836	932	85	2,853	1,540	574
NORTH CAROLINA	673	93	20	786	594	65
NORTH DAKOTA	70	6	1	76	63	3
OHIO	1,246	0	86	1,332	805	0
OKLAHOMA	238	7	3	249	223	4
OREGON	138	7	3	148	116	7
PENNSYLVANIA	1,237	0	1	1,237	1,087	0
PUERTO RICO	90	0	0	90	0	0
RHODE ISLAND	129	4	0	132	118	3
SOUTH CAROLINA	274	15	7	295	222	6
SOUTH DAKOTA	94	2	0	97	87	1
TENNESSEE	329	3	2	334	329	3
TEXAS	283	32	.	315	236	25
UTAH	496	34	2	532	451	26
VERMONT	92	1	0	93	79	0
VIRGINIA	1,222	211	10	1,442	1,137	150
WASHINGTON	466	7	3	476	442	3
WEST VIRGINIA	184	19	1	204	170	13
WISCONSIN	675	14	5	694	594	4
WYOMING	53	13	.	66	.	.
AMERICAN SAMOA	3	8	0	11	3	4
GUAM	145	13	15	173	133	1
NORTHERN MARIANAS	2	0	.	2	.	.
PALAU	1	1	0	2	1	1
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	23,359	2,701	391	26,450	20,115	1,751
50 STATES, D.C. & P.R.	23,208	2,679	376	26,262	19,978	1,745

Please see data notes for an explanation of individual State differences.
The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
Data based on the December 1, 1997 count, updated as of November 1, 1999.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AF1

Estimated Resident Population for Children Ages 3-21

STATE	NUMBER 1988-89	NUMBER 1997-98	NUMBER 1998-99	CHANGE IN NUMBER 1998-99 LESS 1988-89	CHANGE IN NUMBER 1998-99 LESS 1997-98	PERCENTAGE CHANGE IN NUMBER 1998-99 LESS 1988-89	PERCENTAGE CHANGE IN NUMBER 1998-99 LESS 1997-98
ALABAMA	1,193,000	1,153,423	1,167,765	-25,235	14,342	-2.12	1.24
ALASKA	168,000	200,085	205,601	37,601	5,516	22.38	2.76
ARIZONA	977,000	1,303,563	1,309,917	332,917	6,354	34.08	0.49
ARKANSAS	690,000	703,616	699,195	9,195	-4,421	1.33	-0.63
CALIFORNIA	7,667,000	9,142,375	9,260,614	1,593,614	118,239	20.79	1.29
COLORADO	908,000	1,068,542	1,102,056	194,056	33,514	21.37	3.14
CONNECTICUT	814,000	814,280	819,287	5,287	5,007	0.65	0.61
DELAWARE	178,000	186,270	189,738	11,738	3,468	6.59	1.86
DISTRICT OF COLUMBIA	143,000	111,021	109,400	-33,600	-1,621	-23.50	-1.46
FLORIDA	2,931,000	3,592,228	3,683,137	752,137	90,909	25.66	2.53
GEORGIA	1,883,000	2,080,868	2,126,029	243,029	45,161	12.91	2.17
HAWAII	304,000	319,675	320,701	16,701	1,026	5.49	0.32
IDAHO	317,000	380,341	383,464	66,464	3,123	20.97	0.82
ILLINOIS	3,173,000	3,282,719	3,331,502	158,502	48,783	5.00	1.49
INDIANA	1,573,000	1,593,093	1,617,244	44,244	24,151	2.81	1.52
IOWA	769,000	782,537	786,126	17,126	3,589	2.23	0.46
KANSAS	685,000	734,235	749,493	64,493	15,258	9.42	2.08
KENTUCKY	1,066,000	1,045,685	1,071,475	5,475	25,790	0.51	2.47
LOUISIANA	1,356,000	1,289,186	1,296,134	-59,866	6,948	-4.41	0.54
MAINE	328,000	322,300	318,600	-9,400	-3,700	-2.87	-1.15
MARYLAND	1,221,000	1,312,503	1,341,405	120,405	28,902	9.86	2.20
MASSACHUSETTS	1,454,000	1,502,271	1,521,216	67,216	18,945	4.62	1.26
MICHIGAN	2,627,000	2,666,067	2,719,948	92,948	53,881	3.54	2.02
MINNESOTA	1,179,000	1,322,446	1,340,862	161,862	18,416	13.73	1.39
MISSISSIPPI	831,000	812,081	818,793	-12,207	6,712	-1.47	0.83
MISSOURI	1,389,000	1,487,741	1,499,753	110,753	12,012	7.97	0.81
MONTANA	230,000	251,456	248,620	18,620	-2,836	8.10	-1.13
NEBRASKA	447,000	475,275	479,349	32,349	4,074	7.24	0.86
NEVADA	272,000	445,655	472,906	200,906	27,251	73.86	6.11
NEW HAMPSHIRE	293,000	308,512	313,510	20,510	4,998	7.00	1.62
NEW JERSEY	1,961,000	2,049,248	2,067,125	106,125	17,877	5.41	0.87
NEW MEXICO	461,000	528,405	532,499	71,499	7,094	15.51	1.35
NEW YORK	4,645,000	4,701,677	4,710,492	65,492	8,815	1.41	0.19
NORTH CAROLINA	1,783,000	1,967,408	2,017,131	234,131	49,723	13.13	2.53
NORTH DAKOTA	192,000	181,816	180,570	-11,430	-1,246	-5.95	-0.69
OHIO	3,010,000	3,013,862	3,037,470	27,470	23,608	0.91	0.78
OKLAHOMA	933,000	941,823	945,564	12,564	3,741	1.35	0.40
OREGON	727,000	861,485	879,730	152,730	18,245	21.01	2.12
PENNSYLVANIA	3,073,000	3,038,836	3,057,047	-15,953	18,211	-0.52	0.60
PUERTO RICO	.	1,231,729	1,221,051	.	-10,678	.	-0.87
RHODE ISLAND	252,000	245,590	251,130	-870	5,540	-0.35	2.26
SOUTH CAROLINA	1,020,000	1,026,323	1,036,799	16,799	10,476	1.65	1.02
SOUTH DAKOTA	205,000	215,248	219,549	14,549	4,301	7.10	2.00
TENNESSEE	1,351,000	1,406,801	1,421,544	70,544	14,743	5.22	1.05
TEXAS	5,122,000	5,782,760	5,879,084	757,084	96,324	14.78	1.67
UTAH	635,000	739,491	755,133	120,133	15,642	18.92	2.12
VERMONT	154,000	156,315	154,339	339	-1,976	0.22	-1.26
VIRGINIA	1,599,000	1,748,871	1,765,044	166,044	16,173	10.38	0.92
WASHINGTON	1,253,000	1,537,054	1,568,524	315,524	31,470	25.18	2.05
WEST VIRGINIA	526,000	460,967	457,283	-68,717	-3,684	-13.06	-0.80
WISCONSIN	1,354,000	1,442,818	1,460,937	106,937	18,119	7.90	1.26
WYOMING	147,000	145,521	144,282	-2,718	-1,239	-1.85	-0.85
AMERICAN SAMOA	.	26,551	27,434	.	883	.	3.33
GUAM	.	52,093	54,004	.	1,911	.	3.67
NORTHERN MARIANAS	.	17,979	18,745	.	766	.	4.26
PALAU	.	5,714	5,770	.	56	.	0.98
VIRGIN ISLANDS	.	39,477	39,542	.	65	.	0.16
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	67,469,000	74,252,911	75,211,662	7,742,662	958,751	11.48	1.29
50 STATES AND D.C.	67,469,000	72,879,368	73,845,116	6,376,116	965,748	9.45	1.33

Population counts are July estimates from the U.S. Bureau of the Census.

Data as of November 1, 1999.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AF2

Estimated Resident Population for Children Birth Through Age 2

STATE	NUMBER 1988-89	NUMBER 1997-98	NUMBER 1998-99	CHANGE IN NUMBER 1998-99 LESS 1988-89	CHANGE IN NUMBER 1998-99 LESS 1997-98	PERCENTAGE CHANGE IN NUMBER 1998-99 LESS 1988-89	PERCENTAGE CHANGE IN NUMBER 1998-99 LESS 1997-98
ALABAMA	172,281	174,259	176,418	4,137	2,159	2.40	1.24
ALASKA	35,020	29,080	29,254	-5,766	174	-16.46	0.60
ARIZONA	176,700	225,209	221,779	45,079	-3,430	25.51	-1.52
ARKANSAS	100,135	106,364	105,303	5,168	-1,061	5.16	-1.00
CALIFORNIA	1,412,146	1,566,637	1,510,466	98,320	-56,171	6.96	-3.59
COLORADO	157,710	163,943	167,378	9,668	3,435	6.13	2.10
CONNECTICUT	136,441	128,413	125,129	-11,312	-3,284	-8.29	-2.56
DELAWARE	28,824	29,305	29,478	654	173	2.27	0.59
DISTRICT OF COLUMBIA	24,221	19,293	17,842	-6,379	-1,451	-26.34	-7.52
FLORIDA	501,115	561,182	566,976	65,861	5,794	13.14	1.03
GEORGIA	294,448	334,245	342,836	48,388	8,591	16.43	2.57
HAWAII	51,405	52,126	49,331	-2,074	-2,795	-4.03	-5.36
IDAHO	48,076	54,820	54,824	6,748	4	14.04	0.01
ILLINOIS	511,792	535,100	525,754	13,962	-9,346	2.73	-1.75
INDIANA	235,673	242,721	244,998	9,325	2,277	3.96	0.94
IOWA	114,279	109,240	108,278	-6,001	-962	-5.25	-0.88
KANSAS	114,381	107,053	108,931	-5,450	1,878	-4.76	1.75
KENTUCKY	150,325	152,981	156,625	6,300	3,644	4.19	2.38
LOUISIANA	213,564	186,085	187,711	-25,853	1,626	-12.11	0.87
MAINE	50,574	40,458	39,644	-10,930	-814	-21.61	-2.01
MARYLAND	211,500	205,540	203,711	-7,789	-1,829	-3.68	-0.89
MASSACHUSETTS	246,612	235,722	233,102	-13,510	-2,620	-5.48	-1.11
MICHIGAN	416,285	385,371	388,524	-27,761	3,153	-6.67	0.82
MINNESOTA	198,696	187,175	189,163	-9,533	1,988	-4.80	1.06
MISSISSIPPI	119,259	119,726	120,448	1,189	722	1.00	0.60
MISSOURI	221,767	217,365	216,559	-5,208	-806	-2.35	-0.37
MONTANA	36,893	31,957	31,304	-5,589	-653	-15.15	-2.04
NEBRASKA	72,207	68,425	68,528	-3,679	103	-5.10	0.15
NEVADA	50,674	78,279	81,257	30,583	2,978	60.35	3.80
NEW HAMPSHIRE	49,355	43,136	43,008	-6,347	-128	-12.86	-0.30
NEW JERSEY	325,199	327,186	322,197	-3,002	-4,989	-0.92	-1.52
NEW MEXICO	78,515	79,296	78,873	358	-423	0.46	-0.53
NEW YORK	761,560	780,741	737,787	-23,773	-42,954	-3.12	-5.50
NORTH CAROLINA	270,799	308,426	315,247	44,448	6,821	16.41	2.21
NORTH DAKOTA	30,807	24,239	24,009	-6,798	-230	-22.07	-0.95
OHIO	470,799	444,315	440,737	-30,062	-3,578	-6.39	-0.81
OKLAHOMA	142,315	134,579	138,357	-3,958	3,778	-2.78	2.81
OREGON	116,302	127,662	129,648	13,346	1,986	11.48	1.56
PENNSYLVANIA	477,549	432,098	420,959	-56,590	-11,139	-11.85	-2.58
PUERTO RICO	.	190,281	190,376	.	95	.	0.05
RHODE ISLAND	40,679	36,449	36,694	-3,985	245	-9.80	0.67
SOUTH CAROLINA	153,282	149,677	151,500	-1,782	1,823	-1.16	1.22
SOUTH DAKOTA	34,023	29,637	29,897	-4,126	260	-12.13	0.88
TENNESSEE	197,925	215,511	216,285	18,360	774	9.28	0.36
TEXAS	858,244	967,997	974,795	116,551	6,798	13.58	0.70
UTAH	105,061	120,459	125,154	20,093	4,695	19.13	3.90
VERMONT	24,373	19,976	19,070	-5,303	-906	-21.76	-4.54
VIRGINIA	262,692	268,654	266,199	3,507	-2,455	1.34	-0.91
WASHINGTON	212,409	229,234	230,152	17,743	918	8.35	0.40
WEST VIRGINIA	65,991	60,816	57,172	-8,819	-3,644	-13.36	-5.99
WISCONSIN	215,779	197,539	196,296	-19,483	-1,243	-9.03	-0.63
WYOMING	22,865	18,327	18,346	-4,519	19	-19.76	0.10
AMERICAN SAMOA	.	5,151	5,052	.	-99	.	-1.92
GUAM	.	11,924	11,464	.	-460	.	-3.86
NORTHERN MARIANAS	.	3,828	3,871	.	43	.	1.12
PALAU	.	1,104	1,096	.	-8	.	-0.72
VIRGIN ISLANDS	.	6,143	5,789	.	-354	.	-5.76
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	11,019,526	11,582,459	11,491,581	472,055	-90,878	4.28	-0.78
50 STATES AND D.C.	11,019,526	11,364,028	11,273,933	254,407	-90,095	2.31	-0.79

Population counts are July estimates from the U.S. Bureau of the Census.

Data as of November 1, 1999.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AF3

Estimated Resident Population for Children Ages 3-5

STATE	NUMBER 1988-89	NUMBER 1997-98	NUMBER 1998-99	CHANGE IN NUMBER 1998-99 LESS 1988-89	CHANGE IN NUMBER 1998-99 LESS 1997-98	PERCENTAGE CHANGE IN NUMBER 1998-99 LESS 1988-89	PERCENTAGE CHANGE IN NUMBER 1998-99 LESS 1997-98
ALABAMA	179,000	179,373	178,728	-272	-645	-0.15	-0.36
ALASKA	35,000	31,060	30,682	-4,318	-378	-12.34	-1.22
ARIZONA	172,000	223,494	219,952	47,952	-3,542	27.88	-1.58
ARKANSAS	105,000	106,698	104,654	-346	-2,044	-0.33	-1.92
CALIFORNIA	1,375,000	1,664,193	1,599,138	224,138	-65,055	16.30	-3.91
COLORADO	160,000	166,148	168,945	8,945	2,797	5.59	1.68
CONNECTICUT	128,000	134,186	130,446	2,446	-3,740	1.91	-2.79
DELAWARE	28,000	30,199	29,782	1,782	-417	6.36	-1.38
DISTRICT OF COLUMBIA	27,000	21,101	19,025	-7,975	-2,076	-29.54	-9.84
FLORIDA	498,000	590,946	591,306	93,306	360	18.74	0.06
GEORGIA	294,000	338,060	339,749	45,749	1,689	15.56	0.50
HAWAII	53,000	54,867	52,698	-302	-2,169	-0.57	-3.95
IDAHO	51,000	55,711	55,905	4,905	194	9.62	0.35
ILLINOIS	508,000	555,951	548,958	40,958	-6,993	8.06	-1.26
INDIANA	234,000	248,473	249,013	15,013	540	6.42	0.22
IOWA	118,000	113,128	111,697	-6,303	-1,431	-5.34	-1.26
KANSAS	115,000	109,215	109,908	-5,092	693	-4.43	0.63
KENTUCKY	155,000	156,999	160,955	5,955	3,956	3.84	2.52
LOUISIANA	232,000	193,712	189,229	-42,771	-4,483	-18.44	-2.31
MAINE	50,000	44,744	42,096	-7,904	-2,648	-15.81	-5.92
MARYLAND	200,000	215,657	212,774	12,774	-2,883	6.39	-1.34
MASSACHUSETTS	228,000	248,384	242,128	14,128	-6,256	6.20	-2.52
MICHIGAN	394,000	407,598	406,565	12,565	-1,033	3.19	-0.25
MINNESOTA	194,000	195,287	194,307	307	-980	0.16	-0.50
MISSISSIPPI	128,000	124,334	123,105	-4,895	-1,229	-3.82	-0.99
MISSOURI	222,000	227,509	223,355	1,355	-4,154	0.61	-1.83
MONTANA	39,000	34,217	32,964	-6,036	-1,253	-15.48	-3.66
NEBRASKA	73,000	69,249	69,171	-3,829	-78	-5.25	-0.11
NEVADA	48,000	77,295	82,258	34,258	4,963	71.37	6.42
NEW HAMPSHIRE	46,000	46,739	45,820	-180	-919	-0.39	-1.97
NEW JERSEY	302,000	348,931	340,794	38,794	-8,137	12.85	-2.33
NEW MEXICO	81,000	82,907	82,584	1,584	-323	1.96	-0.39
NEW YORK	736,000	808,673	779,578	43,578	-29,095	5.92	-3.60
NORTH CAROLINA	264,000	319,637	321,709	57,709	2,072	21.86	0.65
NORTH DAKOTA	33,000	24,782	24,225	-8,775	-557	-26.59	-2.25
OHIO	462,000	462,933	455,314	-6,686	-7,619	-1.45	-1.65
OKLAHOMA	160,000	139,602	136,645	-23,355	-2,957	-14.60	-2.12
OREGON	114,000	128,687	131,509	17,509	2,822	15.36	2.19
PENNSYLVANIA	470,000	466,700	455,266	-14,734	-11,434	-3.13	-2.45
PUERTO RICO	.	192,450	191,692	.	-758	.	-0.39
RHODE ISLAND	39,000	38,801	38,908	-92	107	-0.24	0.28
SOUTH CAROLINA	156,000	159,403	154,350	-1,650	-5,053	-1.06	-3.17
SOUTH DAKOTA	35,000	30,203	30,642	-4,358	439	-12.45	1.45
TENNESSEE	200,000	221,975	220,410	20,410	-1,565	10.21	-0.71
TEXAS	906,000	964,099	964,155	58,155	56	6.42	0.01
UTAH	111,000	112,682	116,582	5,582	3,900	5.03	3.46
VERMONT	24,000	22,234	20,861	-3,139	-1,373	-13.08	-6.18
VIRGINIA	250,000	278,590	273,187	23,187	-5,403	9.27	-1.94
WASHINGTON	208,000	238,348	238,187	30,187	-161	14.51	-0.07
WEST VIRGINIA	71,000	64,995	63,670	-7,330	-1,325	-10.32	-2.04
WISCONSIN	216,000	209,183	207,689	-8,311	-1,494	-3.85	-0.71
WYOMING	26,000	19,334	18,825	-7,175	-509	-27.60	-2.63
AMERICAN SAMOA	.	5,729	5,641	.	-88	.	-1.54
GUAM	.	11,736	12,122	.	386	.	3.29
NORTHERN MARIANAS	.	3,769	3,780	.	11	.	0.29
PALAU	.	1,065	1,087	.	22	.	2.07
VIRGIN ISLANDS	.	7,013	6,786	.	-227	.	-3.24
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	10,953,000	12,028,988	11,861,511	908,511	-167,477	8.29	-1.39
50 STATES AND D.C.	10,953,000	11,807,226	11,640,403	687,403	-166,823	6.28	-1.41

Population counts are July estimates form the U.S. Bureau of the Census.

Data as of November 1, 1999.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AF6

Estimated Resident Population (Number) for Children Ages Birth Through 2 by Race/Ethnicity for the 1998-99 School Year

STATE	AMERICAN INDIAN	ASIAN/ PACIFIC	BLACK	HISPANIC	WHITE
ALABAMA	341	1,634	54,203	3,145	117,095
ALASKA	7,150	1,344	1,165	1,757	17,838
ARIZONA	12,738	4,306	5,699	82,616	116,420
ARKANSAS	727	1,107	21,284	3,500	78,685
CALIFORNIA	5,018	159,856	84,432	693,017	568,143
COLORADO	1,044	5,003	6,172	41,250	113,909
CONNECTICUT	187	4,015	12,148	19,092	89,687
DELAWARE	32	687	6,555	1,853	20,351
DISTRICT OF COLUMBIA	12	399	13,588	1,678	2,165
FLORIDA	1,507	12,219	113,045	103,993	336,212
GEORGIA	529	7,362	109,044	16,191	209,710
HAWAII	244	31,887	1,045	6,207	9,948
IDAHO	630	759	180	7,158	46,097
ILLINOIS	452	19,226	92,365	91,168	322,543
INDIANA	362	3,091	23,546	9,843	208,156
IOWA	309	2,312	2,691	4,118	98,848
KANSAS	687	2,603	6,996	10,710	87,935
KENTUCKY	159	1,429	12,906	2,416	139,715
LOUISIANA	727	3,130	72,693	5,931	105,230
MAINE	229	523	241	574	38,077
MARYLAND	451	9,404	64,919	10,771	118,166
MASSACHUSETTS	537	15,858	20,912	28,578	167,217
MICHIGAN	2,064	8,307	63,587	19,656	294,910
MINNESOTA	2,889	8,940	8,500	7,099	161,735
MISSISSIPPI	571	1,150	53,166	1,492	64,069
MISSOURI	579	3,613	29,821	5,841	176,705
MONTANA	3,444	322	98	1,186	26,254
NEBRASKA	906	1,476	3,252	5,107	57,787
NEVADA	945	4,212	5,304	20,588	50,208
NEW HAMPSHIRE	61	645	266	1,087	40,949
NEW JERSEY	474	23,704	49,067	56,115	192,837
NEW MEXICO	8,414	1,043	1,007	42,375	26,034
NEW YORK	1,456	47,919	111,529	168,118	408,765
NORTH CAROLINA	4,780	6,533	75,424	13,645	214,865
NORTH DAKOTA	2,184	368	281	599	20,577
OHIO	811	7,722	66,200	12,499	353,505
OKLAHOMA	15,166	2,586	13,783	10,371	96,451
OREGON	1,515	5,602	2,317	15,221	104,993
PENNSYLVANIA	452	10,301	50,684	21,308	338,214
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	318	1,236	3,816	4,675	28,649
SOUTH CAROLINA	328	1,866	50,593	3,469	95,244
SOUTH DAKOTA	4,665	300	235	723	23,974
TENNESSEE	383	3,206	44,584	4,240	163,872
TEXAS	1,599	26,451	98,821	426,537	421,387
UTAH	1,559	4,066	737	12,097	106,695
VERMONT	33	204	66	205	18,562
VIRGINIA	416	12,752	56,779	15,874	180,378
WASHINGTON	4,123	16,465	7,730	27,599	174,235
WEST VIRGINIA	45	519	2,371	655	53,582
WISCONSIN	2,333	6,159	16,065	9,956	161,783
WYOMING	576	196	112	1,985	15,477
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES & D.C.	97,161	496,017	1,540,024	2,055,888	7,084,843

Population counts are July estimates from the U.S. Bureau of the Census.

Data as of November 1, 1999.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AF6

Estimated Resident Population (Percent) for Children Ages Birth Through 2 by Race/Ethnicity for the 1998-99 School Year

STATE	AMERICAN INDIAN	ASIAN/ PACIFIC	BLACK	HISPANIC	WHITE
ALABAMA	0.19	0.93	30.72	1.78	66.37
ALASKA	24.44	4.59	3.98	6.01	60.98
ARIZONA	5.74	1.94	2.57	37.25	52.49
ARKANSAS	0.69	1.05	20.21	3.32	74.72
CALIFORNIA	0.33	10.58	5.59	45.88	37.61
COLORADO	0.62	2.99	3.69	24.64	68.05
CONNECTICUT	0.15	3.21	9.71	15.26	71.68
DELAWARE	0.11	2.33	22.24	6.29	69.04
DISTRICT OF COLUMBIA	0.07	2.24	76.16	9.40	12.13
FLORIDA	0.27	2.16	19.94	18.34	59.30
GEORGIA	0.15	2.15	31.81	4.72	61.17
HAWAII	0.49	64.64	2.12	12.58	20.17
IDAHO	1.15	1.38	0.33	13.06	84.08
ILLINOIS	0.09	3.66	17.57	17.34	61.35
INDIANA	0.15	1.26	9.61	4.02	84.96
IOWA	0.29	2.14	2.49	3.80	91.29
KANSAS	0.63	2.39	6.42	9.83	80.73
KENTUCKY	0.10	0.91	8.24	1.54	89.20
LOUISIANA	0.39	1.67	38.73	3.16	56.06
MAINE	0.58	1.32	0.61	1.45	96.05
MARYLAND	0.22	4.62	31.87	5.29	58.01
MASSACHUSETTS	0.23	6.80	8.97	12.26	71.74
MICHIGAN	0.53	2.14	16.37	5.06	75.91
MINNESOTA	1.53	4.73	4.49	3.75	85.50
MISSISSIPPI	0.47	0.95	44.14	1.24	53.19
MISSOURI	0.27	1.67	13.77	2.70	81.60
MONTANA	11.00	1.03	0.31	3.79	83.87
NEBRASKA	1.32	2.15	4.75	7.45	84.33
NEVADA	1.16	5.18	6.53	25.34	61.79
NEW HAMPSHIRE	0.14	1.50	0.62	2.53	95.21
NEW JERSEY	0.15	7.36	15.23	17.42	59.85
NEW MEXICO	10.67	1.32	1.28	53.73	33.01
NEW YORK	0.20	6.49	15.12	22.79	55.40
NORTH CAROLINA	1.52	2.07	23.93	4.33	68.16
NORTH DAKOTA	9.10	1.53	1.17	2.49	85.71
OHIO	0.18	1.75	15.02	2.84	80.21
OKLAHOMA	10.96	1.87	9.96	7.50	69.71
OREGON	1.17	4.32	1.79	11.74	80.98
PENNSYLVANIA	0.11	2.45	12.04	5.06	80.34
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.87	3.37	4.95	12.74	78.08
SOUTH CAROLINA	0.22	1.23	33.39	2.29	62.87
SOUTH DAKOTA	15.60	1.00	0.79	2.42	80.19
TENNESSEE	0.18	1.48	20.61	1.96	75.77
TEXAS	0.16	2.71	10.14	43.76	43.23
UTAH	1.25	3.25	0.59	9.67	85.25
VERMONT	0.17	1.07	0.35	1.07	97.34
VIRGINIA	0.16	4.79	21.33	5.96	67.76
WASHINGTON	1.79	7.15	3.36	11.99	75.70
WEST VIRGINIA	0.08	0.91	4.15	1.15	93.72
WISCONSIN	1.19	3.14	8.18	5.07	82.42
WYOMING	3.14	1.07	0.61	10.82	84.36
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES & D.C.	0.86	4.40	13.66	18.24	62.84

Population counts are July estimates from the U.S. Bureau of the Census.

Data as of November 1, 1999.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF7

Estimated Resident Population (Number) for Children Ages 3-5 by Race/Ethnicity for the 1998-99 School Year

STATE	AMERICAN INDIAN	ASIAN/ PACIFIC	BLACK	HISPANIC	WHITE
ALABAMA	358	1,501	57,895	2,908	116,066
ALASKA	7,156	1,476	1,138	1,625	19,287
ARIZONA	14,848	4,388	6,561	74,640	119,515
ARKANSAS	537	897	22,012	3,602	77,606
CALIFORNIA	5,948	169,976	97,800	701,676	623,738
COLORADO	1,058	4,628	7,225	38,241	117,793
CONNECTICUT	299	4,024	13,392	17,776	94,955
DELAWARE	68	657	6,955	1,729	20,373
DISTRICT OF COLUMBIA	18	545	14,505	1,797	2,160
FLORIDA	1,524	11,984	122,564	104,771	350,463
GEORGIA	476	7,645	115,441	14,445	201,742
HAWAII	263	34,209	1,179	6,315	10,732
IDAHO	648	699	185	6,645	47,728
ILLINOIS	493	18,477	107,545	86,722	335,721
INDIANA	350	2,777	25,413	9,403	211,070
IOWA	410	2,220	2,801	3,963	102,303
KANSAS	793	2,520	7,638	9,934	89,023
KENTUCKY	168	1,360	13,694	2,087	143,646
LOUISIANA	772	2,857	76,334	5,847	103,419
MAINE	233	468	217	529	40,649
MARYLAND	566	9,512	67,644	10,660	124,392
MASSACHUSETTS	530	12,958	20,050	27,258	181,472
MICHIGAN	2,300	7,607	72,816	18,167	305,675
MINNESOTA	3,239	8,780	8,423	6,754	167,111
MISSISSIPPI	528	1,056	56,100	1,371	64,050
MISSOURI	640	3,200	33,892	5,573	180,050
MONTANA	3,425	328	97	1,024	28,090
NEBRASKA	943	1,403	3,386	5,122	58,317
NEVADA	1,154	3,794	6,575	19,965	50,770
NEW HAMPSHIRE	86	640	235	1,132	43,727
NEW JERSEY	849	18,991	53,650	56,096	211,208
NEW MEXICO	10,076	1,002	1,172	41,856	28,478
NEW YORK	2,097	44,069	122,294	165,836	445,282
NORTH CAROLINA	5,254	5,823	84,241	11,630	214,761
NORTH DAKOTA	2,225	392	181	556	20,871
OHIO	803	6,972	71,084	11,855	364,600
OKLAHOMA	12,117	2,210	12,605	9,291	100,422
OREGON	1,595	5,278	2,528	14,596	107,512
PENNSYLVANIA	511	10,106	59,445	21,527	363,677
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	270	1,329	2,088	4,533	30,688
SOUTH CAROLINA	325	1,690	55,113	3,075	94,147
SOUTH DAKOTA	4,666	355	216	694	24,711
TENNESSEE	378	2,666	47,958	3,972	165,436
TEXAS	1,702	25,538	111,141	397,907	427,867
UTAH	1,649	3,402	719	10,626	100,186
VERMONT	32	268	92	238	20,231
VIRGINIA	401	11,239	62,064	15,087	184,396
WASHINGTON	4,345	16,534	8,555	26,389	182,364
WEST VIRGINIA	50	368	2,374	569	60,309
WISCONSIN	2,446	6,072	17,963	9,525	171,683
WYOMING	537	211	130	1,832	16,115
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES & D.C.	102,019	487,101	1,685,325	1,999,371	7,366,587

Population counts are July estimates from the U.S. Bureau of the Census.

Data as of November 1, 1999.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AF7

Estimated Resident Population (Percent) for Children Ages 3-5 by Race/Ethnicity for the 1998-99 School Year

STATE	AMERICAN INDIAN	ASIAN/ PACIFIC	BLACK	HISPANIC	WHITE
ALABAMA	0.20	0.84	32.39	1.63	64.94
ALASKA	23.32	4.81	3.71	5.30	62.86
ARIZONA	6.75	1.99	2.98	33.93	54.34
ARKANSAS	0.51	0.86	21.03	3.44	74.15
CALIFORNIA	0.37	10.63	6.12	43.88	39.00
COLORADO	0.63	2.74	4.28	22.64	69.72
CONNECTICUT	0.23	3.08	10.27	13.63	72.79
DELAWARE	0.23	2.21	23.35	5.81	68.41
DISTRICT OF COLUMBIA	0.09	2.86	76.24	9.45	11.35
FLORIDA	0.26	2.03	20.73	17.72	59.27
GEORGIA	0.14	2.25	33.96	4.25	59.38
HAWAII	0.50	64.92	2.24	11.98	20.37
IDAHO	1.16	1.25	0.33	11.89	85.37
ILLINOIS	0.09	3.37	19.59	15.80	61.16
INDIANA	0.14	1.12	10.21	3.78	84.76
IOWA	0.37	1.99	2.51	3.55	91.59
KANSAS	0.72	2.29	6.95	9.04	81.00
KENTUCKY	0.10	0.84	8.51	1.30	89.25
LOUISIANA	0.41	1.51	40.34	3.09	54.65
MAINE	0.55	1.11	0.52	1.26	96.56
MARYLAND	0.27	4.47	31.79	5.01	58.46
MASSACHUSETTS	0.16	5.35	8.28	11.26	74.95
MICHIGAN	0.57	1.87	17.91	4.47	75.18
MINNESOTA	1.67	4.52	4.33	3.48	86.00
MISSISSIPPI	0.43	0.86	45.57	1.11	52.03
MISSOURI	0.29	1.43	15.17	2.50	80.61
MONTANA	10.39	1.00	0.29	3.11	85.21
NEBRASKA	1.36	2.03	4.90	7.40	84.31
NEVADA	1.40	4.61	7.99	24.27	61.72
NEW HAMPSHIRE	0.19	1.40	0.51	2.47	95.43
NEW JERSEY	0.25	5.57	15.74	16.46	61.98
NEW MEXICO	12.20	1.21	1.42	50.68	34.48
NEW YORK	0.2	5.65	15.69	21.27	57.12
NORTH CAROLINA	1.63	1.81	26.19	3.62	66.76
NORTH DAKOTA	9.18	1.62	0.75	2.30	86.15
OHIO	0.18	1.53	15.61	2.60	80.08
OKLAHOMA	8.87	1.62	9.22	6.80	73.49
OREGON	1.21	4.01	1.92	11.10	81.75
PENNSYLVANIA	0.11	2.22	13.06	4.73	79.88
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.69	3.42	5.37	11.65	78.87
SOUTH CAROLINA	0.21	1.09	35.71	1.99	61.00
SOUTH DAKOTA	15.23	1.16	0.70	2.26	80.64
TENNESSEE	0.17	1.21	21.76	1.80	75.06
TEXAS	0.18	2.65	11.53	41.27	44.38
UTAH	1.41	2.92	0.62	9.11	85.94
VERMONT	0.15	1.28	0.44	1.14	96.98
VIRGINIA	0.15	4.11	22.72	5.52	67.50
WASHINGTON	1.82	6.94	3.59	11.08	76.56
WEST VIRGINIA	0.08	0.58	3.73	0.89	94.72
WISCONSIN	1.18	2.92	8.65	4.59	82.66
WYOMING	2.85	1.12	0.69	9.73	85.60
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES & D.C.	0.88	4.18	14.48	17.18	63.28

Population counts are July estimates from the U.S. Bureau of the Census.

Data as of November 1, 1999.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Table AG1

State Grant Awards Under IDEA, Part B, Preschool Grant Program and Part C

Appropriation Year 1998
Allocation Year 1998-1999

STATE	IDEA, PART B	PRESCHOOL GRANT PROGRAM	PART C
ALABAMA	68,906,291	5,506,321	5,401,820
ALASKA	12,223,506	1,240,996	1,812,075
ARIZONA	61,143,757	5,241,962	6,790,748
ARKANSAS	40,812,654	5,275,780	3,224,319
CALIFORNIA	430,397,584	37,945,640	46,249,617
COLORADO	51,851,905	4,856,958	5,125,020
CONNECTICUT	52,960,246	4,823,971	3,831,379
DELAWARE	11,202,811	1,234,522	1,812,075
DISTRICT OF COLUMBIA	5,632,806	240,026	1,812,075
FLORIDA	238,211,379	18,166,520	17,360,485
GEORGIA	107,489,839	9,602,719	10,497,445
HAWAII	14,182,773	979,916	1,812,075
IDAHO	19,015,033	2,150,606	1,812,075
ILLINOIS	195,787,282	17,371,793	16,098,291
INDIANA	101,144,133	8,751,690	7,501,701
IOWA	48,969,940	3,925,710	3,315,411
KANSAS	40,320,594	4,262,391	3,335,406
KENTUCKY	60,712,428	10,044,866	4,795,769
LOUISIANA	65,731,023	6,382,405	5,747,605
MAINE	21,948,758	2,471,892	1,812,075
MARYLAND	77,078,759	6,570,944	6,237,516
MASSACHUSETTS	113,864,530	9,728,934	8,115,297
MICHIGAN	143,824,267	12,368,808	11,896,386
MINNESOTA	73,287,209	7,305,905	5,782,064
MISSISSIPPI	42,634,586	4,180,974	3,688,050
MISSOURI	90,796,388	5,894,391	6,630,914
MONTANA	12,578,504	1,162,014	1,812,075
NEBRASKA	29,951,455	2,216,202	2,098,289
NEVADA	22,594,298	2,194,131	2,488,044
NEW HAMPSHIRE	18,979,837	1,532,131	1,812,075
NEW JERSEY	144,987,129	11,190,115	9,865,491
NEW MEXICO	35,964,521	3,135,213	2,418,047
NEW YORK	298,216,428	33,194,656	22,590,621
NORTH CAROLINA	114,100,553	11,125,858	9,652,685
NORTH DAKOTA	9,096,547	793,645	1,812,075
OHIO	158,835,881	12,325,761	13,495,119
OKLAHOMA	55,409,503	3,577,925	4,236,413
OREGON	51,655,909	3,779,595	3,969,749
PENNSYLVANIA	156,229,276	13,763,543	12,889,527
PUERTO RICO	37,375,828	3,094,744	5,560,061
RHODE ISLAND	17,540,925	1,643,912	1,812,075
SOUTH CAROLINA	68,345,219	7,022,771	4,638,845
SOUTH DAKOTA	10,816,354	1,441,100	1,812,075
TENNESSEE	88,524,494	6,776,149	6,622,525
TEXAS	335,917,996	22,381,975	29,847,674
UTAH	38,130,825	3,491,974	3,832,145
VERMONT	8,771,498	844,142	1,812,075
VIRGINIA	108,142,698	8,977,259	8,150,863
WASHINGTON	78,773,708	8,034,152	7,047,124
WEST VIRGINIA	30,462,839	3,426,378	1,812,075
WISCONSIN	81,012,476	9,315,949	6,010,473
WYOMING	9,201,446	1,037,066	1,812,075
AMERICAN SAMOA	4,832,745	.	581,948
GUAM	11,675,837	.	1,288,752
NORTHERN MARIANAS	2,980,233	.	387,343
PALAU	.	.	0
VIRGIN ISLANDS	8,852,007	.	759,069
BUR. OF INDIAN AFFAIRS	52,849,182	.	4,567,901
U.S. AND OUTLYING AREAS	4,293,756,632	373,985,000	370,000,001
50 STATES, D.C. & P.R.	4,212,566,628	373,985,000	362,414,988

State grants awards are initial allocations for the 1998 appropriation.

Data as of November 1, 1999.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

National Early Childhood Technical Assistance System

a program of the Frank Porter Graham Child Development Center at the University of North Carolina at Chapel Hill

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U.S. Office of Special Education Programs